DOCUMENT RESUME

ED 234 160 CE 036 813

TITLE Progressing from Vocational Preparation towards a Solution.
INSTITUTION Further Education Curriculum Review and Development Unit, London (England).
REPORT NO ISBN-0-85522-117-8
PUB DATE Dec 82
NOTE 76p.; For related document, see ED 218 508.
PUB TYPE Collected Works - General (020) -- Viewpoints (120) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Agency Role; *Articulation (Education); Change Strategies; Curriculum Development; *Educational Change; Educational Needs; Educational Objectives; Educational Planning; *Educational Policy; Policy Formation; Position Papers; Postsecondary Education; *Program Development; Program Improvement; Public Agencies; Public Policy; Technical Education; *Vocational Education
IDENTIFIERS *Great Britain

ABSTRACT

In January 1982 the Further Education Curriculum Review and Development Unit (FEU) published a discussion paper dealing with the issues involved in expanding and improving Great Britain's vocational training and educational system. Following its publication and dissemination of the paper, the FEU sent a letter asking the major further and higher education (FHE) validating and training bodies to respond formally to the discussion paper. Responses were received from 17 FHE validating bodies concerning the extent to which they supported the points set forth in the discussion paper and the role that they hoped to play in the progression of the country's vocational education and training system. The responses indicated a general support for the notion that the issue of the progression of vocational training is crucial to the success of the vocational program. Analysis of the various practices that individual agencies both hope to and are currently implementing to facilitate progression reveals two major obstacles to progression, the lack of a coherent government policy on vocational preparation and the persistence of the idea that vocational preparation is a temporary phenomenon. (Appended to the report are the text of the FEU document, the individual agency responses to the document, and a common core of skills for vocational preparation.) (MN)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

Further Education Curriculum Review and Development Unit

ED234160

# Progressing from vocational preparation

## towards a solution

CE 036 813

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ISBN 0 85522 117 8

DECEMBER 1982

**FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT**

Chairman Rev. Canon George Tolley MSc PhD FRIC FBIM
Director Jack Mansell MEd CEng FIEE MIMech E

Elizabeth House
York Road
London SE1 7PH
Telephone 01-928-9222

Chief Education Officers
Principals of FE Establishments
Secretaries of Regional and FE
Examining Bodies
Press, and Other Interested
Institutions/Individuals

Dear Sir/Madam

PROGRESSING FROM VOCATIONAL PREPARATION - TOWARDS A SOLUTION

Enclosed is a document of the above title. It follows up the FEU January 1982 discussion paper on this issue. It collects together and analyses the contributions made to that discussion by the FHE validating bodies, Schools Council and the MSC.

It basically concludes that "the issue of progression, and therefore of wider opportunities, remains largely unsolved for the majority of those young people who are shortly to undertake one-year programmes of vocational preparation".

The document identifies in paragraph 29, two major obstacles to progression:

i) there is no coherent government policy on vocational preparation;

ii) vocational preparation is still regarded as a temporary phenomenon.

It goes on to suggest in paragraph 33, a public commitment by the training and education system to progression; a unified curricular body responsible for overall design of vocational preparation programmes; and an appropriate curricular design-base. It further suggests that the existing YTS criteria and curriculum structure are as yet unable to meet that design-base.

In its appendices the document reproduces the contributions made by the major validating bodies, and the analysis indicates that whilst there is general support for the principles necessary for progression, more positive action is necessary.

The FEU Board of Management recognises that other obstacles exist, but offers this document as a contribution towards a curricular solution to the problem of creating routes of progression for the increasing number of young people involved in the Youth Training Scheme and other programmes of vocational preparation.

Yours faithfully

Jack Mansell

JACK MANSELL
Director

## Board of Management

| | |
|---|---|
| Chairman | **Rev Canon George Tolley**<br>Principal, Sheffield City Polytechnic |
| Members | **R C Aldridge**<br>Association of Principals of Colleges<br>Association of Colleges of Further and Higher Education |
| | **J C N Baillie**<br>National Association of Teachers in Further and Higher Education |
| | **Mr T R Clendon**<br>Manpower Services Commission, Training Services Division |
| | **J H Davies**<br>Welsh Joint Education Committee |
| | **J Deboo**<br>Confederation of British Industry |
| | **R J Hartles**<br>Association of Metropolitan Authorities |
| | **R Jackson**<br>Trades Union Congress |
| | **E Norris HMI**<br>Department of Education and Science |
| | **C R Walker**<br>Department of Education and Science |
| Observers | **Dr F D Duffin**<br>Department of Education, Northern Ireland |
| | **J F Mann**<br>Schools Council |
| | **J M Laugharne HMI**<br>Welsh Office Education Department |
| Secretary | **J W Mansell**<br>Director, Further Education Curriculum Review and Development Unit |

**The Further Education Curriculum Review and Development Unit (FEU)** is an advisory, intelligence and development body for further education. It was established in 1977 by the Secretary of State for Education and Science to make possible a more co-ordinated and cohesive approach to curriculum development in FE by:

1. reviewing the range of existing curricula and identifying overlap, duplication and deficiencies
2. determining priorities for action to improve the total provision and suggesting ways in which improvement can be affected
3. carrying out specific studies, helping with curricular experiments, and contributing to the evaluation of objectives, and
4. disseminating information about the process of curriculum development in FE.

The publications in this series of Reports are intended to inform teachers and others and to stimulate professional discussion about matters of concern to the FE service. A limited number of extra copies of this report are available from:

Publications Despatch Centre,
Department of Education and Science,
Honeypot Lane, Canons Park,
Stanmore, Middlesex HA7 1AZ.

# Contents


| | *Paragraphs* |
|---|---|
| **Progressing from vocational preparation – towards a solution** | |
| The Original Discussion | 1–2 |
| Interim Progress | 3–6 |
| The Responses – General | 7–8 |
| The Responses – Principles and Practice | 9–10 |
| The Issue of Progression – a Reminder | 11–13 |
| The Responses – Contributing Towards Progression | 14–23 |
| The Responses – 14–16 Curricula | 24–25 |
| The Responses – Where We Are | 26–29 |
| Towards a Solution | 30–35 |

| **Appendices** | *Page* |
|---|---|
| 1. The Original FEU Discussion Document | 11 |
| 2. Those Who Participated in the February 1982 Seminar | 21 |
| 3. The Follow-Up Letter | 24 |
| 4. The Responses | 26 |
| 5. MSC/FEU Joint Statement on NTI | 55 |
| 6. FEU Response to 17+: A New Qualification | 57 |
| 7. A Common Core of Skills for Vocational Preparation | 61 |
| 8. Glossary of Abbreviations Used | 71 |

# Progressing from vocational preparation – towards a solution

**The Original Discussion**

1. In January 1982, the FEU published its discussion paper *Progressing from vocational preparation – the issues*. The full text of that document is shown in Appendix 1, but the main issues are summarised as follows:

(i) Vocational preparation must be seen as a new provision of wider opportunity for all and not an ad hoc reaction to youth unemployment;

(ii) There is a need to provide in both the short term and long term a satisfactory status for those young people who participate in vocational preparation;

(iii) One of the essential contributory factors to a satisfactory status will be the opportunities available to progress from vocational preparation to further education and training;

(iv) To create these wider opportunities, new frameworks of curricular design, new definitions of training and education and different methods of implementation are required.

2. Some of the obstacles to progression cannot be solved by curricular reform, but many can. One of the essential pre-requisites to progression is a positive attitude from the FHE validating and training bodies towards the problem of accreditation of vocational preparation trainees. To promote such an attitude, the FEU in February 1982 held an invitation seminar of these bodies* to consider what contribution they could make. Following that seminar a letter** was sent to the participating members asking them to respond more formally to the discussion document, under three major headings:

A – The extent to which they were able to support the analysis and principles contained in the discussion document;

B – The extent to which they agree that the problem of progression was crucial;

C – The role that they would hope their organisation would be able to play in supporting A and B.

**Interim Progress**

3. Responses were received and discussed with the FEU, and these are shown in Appendix 4. In addition many colleges considered the document via their Academic Boards or Working Parties, letters were received from local education authorities and interested individuals. Also, the FEU discussion paper coincided with Government and MSC statements regarding the New Training Initiative, in both of which the provision of vocational preparation formed a significant and basic component.* Further progress and clarification on this provision was given when the MSC *Youth task group report* was published in April 1982, and the acceptance in June by the Government, of its recommendations has since allowed the MSC to proceed with the planning of its Youth Training Scheme.

4. Alongside this has been the publication of the new 17+ proposals,** based in part at least on the FEU document *A basis for choice*, and considered by many as a form of educationally-based vocational preparation. The commencement of this new qualification is planned for 1984, a year later than the MSC Youth Training Scheme, which is a programme of work-based vocational preparation. Other educationally-based schemes of vocational preparation exist – of local, regional and national design. The aim of the new 17+ is to rationalise this provision, and whether or not this occurs by 1984 it is now quite obvious that within the next five years or so we shall see the development of a wider and multi-agency provision of vocational preparation, than has hitherto existed.

*See Appendix 2
**See Appendix 3

*A New Training Initiative: a programme for action* Cmnd 8455 HMSO. December 1981
*A New Training Initiative: an agenda for action* MSC December 1981
**17+: a new qualification DES/Welsh Office May 1982

5. As we said in the original discussion document (Appendix 1, paragraph 8), the present unsatisfactory and inequitable financial award system for young people is an obstruction to genuine curricula reform in this area, and we were pleased to note that the *Youth task group report* recognised that there were anomalies to be removed. This is one dimension of the problem of status towards which progress must be made. It is beyond our remit but a solution remains imperative.

6. We also argued in the discussion document that a second dimension of the problem of status was the danger of restricting vocational preparation to a specific group, and in paragraph 11 of that document we identified the possibility of creating an educational/training provision "having all the characteristics of a *tertiary modern* sector and by implication associated with low ability school leavers". Since writing that, there are encouraging signs from the MSC that the provision of work-based vocational preparation via its Youth Training Scheme is to be more universal provision than hitherto, applying to those who are in or about to enter apprenticeship, as well as to others. That some selection will still be necessary, remains inevitable, but at least this is a move towards a more open and less divisive system of *access*, and therefore towards the generation of wider opportunities.

**The Responses – General**

7. Thus in paragraphs 5 and 6 above we are able to discern slight but definite signs that in two dimensions at least some progress toward a solution is possible. There remains a complex pattern of difficulties regarding progression but an important part of this is the role of the education system itself and here we return to the responses we have received from the FHE validating bodies and others, recorded in Appendix 4.

8. A mathematical analysis of the responses we received to the three areas of questioning described in paragraph 2 above, is inappropriate and probably impossible. The responses do not always easily relate to the questions, the 'weight' given to each response cannot be accurately calculated and the nature of the potential contribution possible from each organisation will obviously vary with time. Not all those invited to the February seminar attended and not all those who attended responded. Thus the contributions from the Regional Advisory Councils and from the (surviving) ITBs, cannot be taken as fully representative of those sectors. Some of the validating bodies are, not unnaturally, more concerned with the viability of their own schemes than with the provision of new areas of curriculum. At the time of writing the new 17+ Consortium has yet to be set up and so its potential contribution to progression has yet to be defined and evaluated. The changing scale of the problem: more young people at all levels of capability are unemployed, industrial markets remain unpredictable and the impact of new technology is constantly being redefined – these and other factors impinge on any analysis of the responses. Indeed the very uncertainty of the analysis must be accepted as a factor of any possible solution; ie that whatever curricular provision evolves it must be capable of coping with change.

**The Responses – Principles and Practice**

9. There was general support for the analysis and principles contained in the discussion document. Some bodies were more positive than others. The CNAA for example, endorsed all the FEU features: "the core of basic transferable skills, on which can be superimposed developing schemata of clusters of occupational skills, (see Figure 1 of Appendix 1), the negotiation of individual's learning programmes; the compilation of profiles of assessment; the needs for counselling, for local curriculum design, and for a multi-agency provision . . .". The CNAA went on to urge however that "sight is not lost of their (young people) general education" – a comment with which the FEU would agree. BEC, whilst supporting the aims and objectives of 'ABC' type courses "does not support the FEU in the emphasis which it puts on the separate negotiation of the curriculum for each young person . . .". The CGLI indicates that (through its own Vocational Preparation) course(s), it supports the FEU principles. The NNEB generally welcomed the document, "though not necessarily following in detail the model illustrated in the document". The NCFE also generally supported the FEU discussion paper, recognising "that each programme of study be unique, in part, to each individual and must have a supportive framework of personal development and counselling . . .". It suggested that more research was needed on the broad based occupational approach

suggested by the IMS and indeed this is already in hand.* The RTITB agreed with the concept of a core of basic skills. Since then they have, through their own consultative document** confirmed a high degree of accord with many of the other principles contained in the FEU document. TEC "fully supports the FEU in its work on vocational preparation and the more recent extension of this concept is the curriculum model presented in the discussion paper". A Working Group of the WMACFE endorsed the FEU concept of vocational preparation in general, and in more detail endorsed the need for a broad-based approach and common-core skills; the need for counselling, guidance and supportive assessment (whilst drawing attention to the demanding nature of this function); and the need for local curriculum design within a national framework. The YHAFE also felt able to support this part of the document although it will be seen that some reservations were implied about the model shown in Figure 1 (Appendix 1) and the 'syllabus' described in paragraph 19 of the FEU discussion document. Perhaps, with respect to the latter it should be pointed out that the research identifying these 'generic' skills is fully described elsewhere.* The RSA was able to subscribe "to much of what is in the FEU discussion paper"; it accepts that there is a tendency for vocational preparation to be identified with the less able (see paragraph 6 above) and in supporting the FEU curricular themes, suggests that "the traditional system has not provided those elements for most young people".

10. The MSC endorse the document in some detail. They support the creation of a coherent programme, based on common aims, conforming to broad national guidelines amenable to local implementation. They voice their concern that vocational preparation should not be solely associated with the less able and they identify the eight design elements that will, as a minimum, be common to all YTS programmes in 1983. They refer to the joint MSC/FEU guidelines that have been published** which demonstrate "the degree of accord" which exists between the two organisations. Other favourable responses, from other than those who attended the seminar, were also received. The Schools Council response on the other hand, whilst acknowledging that the concept of vocational preparation warrants careful consideration, claims that it "implies an element of forecasting and requires judgements on the range of attributes students will later find valuable". It seems not unreasonable, however, to claim that whilst there remain inevitable reservations on some of the detail, there is from the major FHE curriculum sources, fundamental agreement with the FEU analysis and general concept of vocational preparation.

**The Issue of Progression – a Reminder**

11. There was even more agreement, expressed both implicitly and explicitly, with the FEU thesis that the problem of progression was crucial. The role that each organisation hopes to play in facilitating progression, whilst generally supportive, demonstrates a wide range of strategies – reflecting the kaleidoscopic nature of the further education and training systems. In the discussion document we said:

> "The nature of the progression that young people will make from vocational preparation will obviously relate to the level of achievement of each young person. Some selection and testing are inevitable elements of progression but many of the existing criteria and methods are too restrictive, based as they are on norm-referenced examinations of doubtful predictive validity, and on the needs of conventional long-term training." (paragraph 14 Appendix 1).

We went on to describe a possible framework for progression (Figures 1 and 1a, Appendix 1) based on broader clusters of occupational training, analogous to the work carried out by IMS* but with important differences. The FEU model includes a core curriculum (based on ABC); it includes structured opportunities for sampling other vocational areas; and it includes opportunities for negotiation, counselling, guidance and assessment via a profile. In short, the FEU model suggests that any skills-based structure should be underpinned by a more learner-centred ideology.

*reference to *Basic skills* FEU, 1982, RP66 and MSC renewed sponsorship of IMS.

**_Craft skills training: a consultative document_ RTITB, April 1982.

*reference to *Basic skills* and the *London into work* project.

**see Appendix 5.

*_Youth skills project: progress report_. Institute of Manpower Studies, 1981. See also FEU project RP 66.

12. The original FEU discussion document went on to suggest that the only way in which the correct mix of vocational and general education/training could be obtained, was to have a multi-agency provision whereby teachers, youth workers and industrial supervisors must somehow see themselves as all contributing to the fulfilment of common aims. "Education isolated from work, experience isolated from education, work isolated from development – are not likely to build a programme of progression" (paragraph 21, Appendix 1).
The contribution that should be made to this process by 'mainstream' teachers in conjunction with their general education colleagues, is described in paragraph 22 of Appendix 1. Since writing that we have produced teacher support material and guidance to help this necessary amalgamation.*

13. Finally however, an appeal was made to the FHE validating and training bodies to devise routes of progression from vocational preparation to the next level of their programmes and courses, so that a young person on a vocational preparation scheme is not simply marking time. "Given a co-operative approach involving all the agencies . . . there is every hope that vocational preparation can bridge the gaps that too often exist within and between education and work: between general and technical, between academic and non-academic, between professional and lay instruction. In bridging these gaps, some progression becomes possible if not inevitable." (paragraph 25, Appendix 1).

**The Responses – Contributing Towards Progression**

14. It was on this thesis that each organisation was asked what it could do to facilitate progression. The CNAA, whilst admitting not to be a further education validating body as such, nevertheless recognised that it had a responsibility itself to respond. Its response indeed is most positive: firstly, it outlines strategies by which opportunities for progression into higher education for young people taking vocational preparation programmes might be extended; secondly, it includes the need to facilitate progression for adults. In responding in this way the CNAA is building a valuable conceptual link between vocational preparation and higher education.

15. BEC assumes a more cautious role. "The Council considers it unrealistic to assume that all young people should be encouraged to assume they are capable of and expected to proceed to more advanced studies or levels of training." Now whilst the FEU would accept that unrealistic counselling can produce frustration and an unnecessary sense of failure, it nevertheless finds the BEC response somewhat restrictive, especially when compared to the CNAA response.

16. The CGLI response outlines the possibility of a new route to progression, specifically related to the three NTI objectives. Its Vocational Preparation (General) course is certainly compatible with the FEU philosophy of vocational preparation, as are to a lesser extent many of its other 'foundation-type' schemes. The Institute's plan to establish a central syllabus material bank, has the potential to provide a route for progression into 'second-level' courses, and the Institute claims that it can offer "a comprehensive and progressive provision which will match the curriculum model set out in the FEU document . . .". The potential of the CGLI *process based* syllabus to relate to the FEU model shown in Figure 1 (Appendix 1) has been appraised elsewhere.* It is to be expected that the FE Regional Examining Bodies may well employ a similar approach within the unified system for national standards and national certification agreed between them and the Institute. This is certainly implied in the EMFEC and NCFE responses, although the latter warns against the dangers of a non-progressive modular approach.

17. The NNEB, whilst concerned to restrict the number of (nursery nurse) students in training at any one time in the light of job opportunities, nevertheless believe that the objectives which underpin the NTI and the FEU discussion paper, present problems for FHE validating bodies which "must be regarded as soluble until and unless the contrary is proved". The NNEB response, in relating to the employment prospects (of trainee nursery nurses) does well to remind us of the limitations of vocationally specific education and training. Vocational

*see for example *Tutoring* FEU, 1982. *Teaching skills* FEU, 1982. *Basic skills* FEU, 1982.

*See Appendix 9a *Basic skills* FEU, 1982.

preparation programmes should be designed to open up choice, by concentrating on broad-based generic skills. In another context* the NNEB is examining in some detail how progression can be made from a general 'caring' vocational preparation course to its specifically vocational course, without unbalancing the equation of employment and trainees. Few, if any, other validating bodies attempt to ensure the full employment of their examination candidates by controlling enrolments. Such a policy is highly compatible with Objective 1 of NTI which aims to develop skills training "appropriate to the jobs available". Bodies such as NNEB are at the focal point of a national dilemma where we are confronted with the paradox of using vocational preparation to generate more opportunities for progression without raising unrealistic hopes with respect to employment.

18. The TEC response supports the concept of an inter-agency provision, and it is indeed already collaborating with the MSC in the provision of its *Technician Studies Course*. This course has been identified as a possible model for progression,** although some adjustment is considered necessary if it is to relate more completely to the FEU model shown in Figure 1 (Appendix 1). It nevertheless remains a genuine attempt to cope with the problem of progression.

19. The WMACFE recognises that a "major recasting of FE Craft *Part I* is called for with a redefining of achievement certification". This Advisory Council stresses the need for local curriculum design within a national framework, and like other Regional Examining Bodies, it implies the possibility of some relationship with the CGLI. It also tentatively describes a role for the new 17+, in meeting the employers' demands for national standards. Assuming this is linked with the opportunity for progression, this would be a role supported by the FEU.***

20. The RSA response supports the concept of progression and indicates the importance of means of progression being identified and *made available*. It draws attention to its existing range of vocational preparation courses and indicates that whilst it is developing profile work associated with ABC-type assessment packages, a generic approach can also be applied to its other courses.

"What is important is the approach, the analysis of the aims of the course, and the way in which they are made available to the learners." The RSA claims to make available progression from vocational preparation to other FE courses in two ways: firstly, by a comprehensive network of courses in business and clerical studies; secondly, by criterion-referenced testing related to specific curricular objectives. The decisions regarding progression however are left to the colleges to whom the RSA give discretionary powers with respect to 'level 2' type courses. The RSA opinion is that "generally speaking the barriers to progression in this way seem to be barriers of administrative practicality within colleges, . . ." It would nevertheless be an FEU view that more positive guidance could perhaps be given by the RSA to colleges in the context of all vocational preparation courses.

21. The MSC response, in reiterating the three objectives of NTI, stress their anxiety to develop a progressive working relationship between those objectives. They indicate their growing interest in developing the concepts of progression, both through their work with the examining and validating bodies and their support of the IMS concept of Occupational Training Families. The joint MCS/FEU guidelines (Appendix 5) indicate the common ground: high priority for a coherent programme of vocational preparation for all young people; programmes should conform to broad national guidelines amenable to local implementation to suit employers and the young people themselves; all programmes should have common aims; standards of competence are essential and should be recorded alongside experiential learning; student profiles should emphasise success rather than failure; broad-based skills are required. In short, all the essential features of vocational preparation are agreed. In detail however, little information is as yet available except that which has been so far approved by MSC for 1982/3. The omission from many of these approved schemes of an identifiable common-core of basic skills, of vocational sampling of an adequate range of planned experiences and/or adequate counselling, guidance and assessment –

*See *Who cares?* FEU, 1982.
**See Appendix 9d of *Basic skills* FEU, 1982.
***See Appendix 6.

makes them difficult to evaluate in terms of eventual progression, except for those who are lucky to gain employment associated with training and further education (never a high proportion). In the original FEU discussion paper we found rather disturbing the significant amount of selection that was taking place for some YOP schemes and we can only hope that this trend is not continued for YTS. All this indicates that work-based vocational preparation providers have as many changes to make as have the FE examining bodies.

22. The MSC is piloting profiles for its YTS programmes. This is to be welcomed. What is not clear is the degree of recognition that these profiles will have by employers and by the training and education sectors. In this regard, MSC is as yet no further with the issue of progression than is the education sector. It is nevertheless associated with CGLI and TEC developments, and there is every chance that its standards-based skill training system, as described in Objective 1* of NTI will be built upon the YTS vocational preparation programmes. It will be noted however that the skill training referred to in Objective 1 is to be "appropriate to the jobs available." All the indications are that the number of jobs available for young people is diminishing, and therein lies the danger of assuming that vocationally specific YTS programmes are automatically providing the necessary elements of progression.

23. *The Youth task group report*** indicates a more open ideology in that it stresses that the YTS scheme should provide a record of achievement which "can serve as a foundation for subsequent employment or continued training or relevant further education". Unfortunately, all this has yet to be proven for the vast majority of young people, and this is the gravamen of this document.

*Objective 1 of NTI: "We must develop skill training including apprenticeship in such a way as to enable young people entering at different ages and with different educational attainments to acquire agreed standards of skill appropriate to the jobs available and to provide them with a basis for progression through further learning."

**MSC, April 1982

**The Responses – 14–16 Curricula**

24. It was the wish of the seminar, that the relationship of vocational preparation and its progression, to the 14–16 curriculum, should be examined. Accordingly (see Appendix 3) the follow-up letter asked for comments on this issue. On this, the Schools Council response is probably the most comprehensive. It is contained in Appendix 4 and, as with the other responses, the brief reference in this narrative is probably inadequate. In deliberately spanning the 14–19 curriculum, the Schools Council is obviously reluctant to unreservedly endorse a skills based approach to the curriculum. As is the FEU, unless we can get a more enlightened definition of *skill*, and this we have attempted elsewhere.* The Schools Council acknowledge that those who criticise school curricula for being too much based on "abstract and inapplicable knowledge" may have a point. It makes the point that "schools and colleges should no more be expected to prepare young people for dull and repetitive jobs than for the mammoth feats of factual recall demanded by the worst degree examinations". Few would disagree with that, and whilst the validity of some university examinations has been regularly and openly criticised over the last decade or so, it is interesting (but perhaps not surprising) to note how little the schools and colleges through their curricula, have contributed to the concept of quality of work.

25. The BEC response would wish the 14–16 curriculum to concentrate on "the provision of a sound educational base" rather than specific skills teaching. The CGLI identifies a role in the 'new route' for the 14–16 curricula in "providing a general educational basis of skills and an understanding of the adult and working world" leading to a year of vocational preparation. A similar point is made by NCFE who, in stressing the need for the 14–16 curricula to include an understanding of the adult and working world, warn against such a curriculum being "taken as a stimulus to simply invent . . . an instant route along which less able pupils should be directed". The RSA also take the view that the 14–16 curriculum should be concerned with "the consolidation of general education in its best sense, in developing autonomy and the ability to benefit from the next stage in the

*Basic skills* FEU, 1982

educational process . . .". The MSC response indicates that they support the incorporation of some of the principles of vocational preparation into the 14–16 curriculum and the recent New Technical Education Initiative is presumably a manifestation of this thinking. The extent to which this is compatible with the views expressed above, awaits clarification.

**The Responses – Where We Are**

26. The difficulty of analysing and therefore of summarising the responses was mentioned in paragraph 8 above, and whilst discussions have taken place with those concerned at the draft stage, what follows can only be regarded as an FEU commentary. The concept of vocational preparation as a programme having transition as a central theme is generally acknowledged by all respondents. The emphasis on specific vocational skills, the rights of the young person and the suitability of existing courses, varies from body to body. This is to be expected and this sample simply reflects the findings of a more comprehensive analysis by IMS.* With respect to *progression* however, whilst all respondents recognise the problem, their particular contributions vary. Some FE examining bodies are making specific efforts to relate to vocational preparation and its progression into their 'level-2' courses; although as yet there is little substantial evidence that progression exists except in isolated cases. Other FE examining bodies simply reiterate the routes they already provide through their existing courses, and at this stage do not appear to be considering change.

27. The issue of progression in FE terms, is how much exemption is to be accorded to those young people who complete a vocational preparation course whether it is school/college-based (eg an ABC-type course) or an MSC YTS course. From the responses, only the CGLI and TEC appear so far to have deliberately created models for progression to the second year of their courses. One involves the creation of a new concept of syllabus design and certification based on 'processes'; the other is based on a collection of standard but 'generic' modular units, the passing of which guarantees progression. Both models can be questioned as to the extent they match either the FEU and/or MSC philosophy – but they both relate specifically to the FEU common core. The DES/Welsh Office in launching its new 17+ examination* will require the FE Examining Bodies to pay attention to the accreditation of this new examination and there is no doubt that those bodies who are to be involved are considering this issue with respect to 1984.

28. In terms of training courses, a few ITBs have constructed, or are developing, routes of progression; as no doubt are a few large employers. Few, if any, appear to satisfy FEU criteria for the first year of vocational preparation. Whilst this is perhaps no problem for the young person who is fortunate enough to be selected for employment during his first year; those who remain unemployed will be at a disadvantage if their programme of experience and training has been unduly narrow, non-transferable and has contained inadequate counselling and support. The MSC YTS foundation year should, if properly designed, contain the characteristics of support and progression but at the moment, as suggested in paragraphs 22 and 23 above, YTS is restricted to jobs and further skill training and it need not necessarily relate to the FE system.** It is interesting however, to note that the MSC expects that YTS certification and validation will be taken into account in any parallel developments arising out of the DES 17+ initiative.

29. Thus the issue of progression, and therefore of wider opportunities, remains largely unsolved for the majority of those young people who are shortly to undertake one-year programmes of vocational preparation. Those without conventional 16+ and 17+ qualifications are at the moment, no more likely to gain accreditation for a year's 'work' than before. There are a few encouraging signs: a greater awareness of the problem, a few brave experiments, the developments of profiles and of course the existence of YTS and 17+, but without more specific guidance, not to say direction, this issue will remain neglected and will become increasingly divisive.

*Foundation training issues* IMS, February 1982.

*17+ a new qualification DES/Welsh Office May 1982.

** " training should be of a high quality and *most* training courses should last a year including a minimum of three months off-the-job training *and/or* relevant further education " (Our *italics*) *Youth task group report* MSC, April 1982.

**Towards a Solution**

30. Two major obstacles to 'progression' are obvious:

(i) There is no coherent government policy on vocational preparation; consequently there are ideological and operational differences between the MSC and DES schemes;

(ii) Both within and between education and training, as this document shows, there is still the perception that vocational preparation is a temporary phenomenon and in the long-term the existing conventional system of vocational education and training will return.

There has been no shortage of global 'solutions' to the above: a unified Department of Education and Training; more (and subsidised) conventional apprenticeships continue to remain the statistically popular solutions to (i) and (ii). Both have their implacable opponents and both anyway rest on unproven assumptions.

31. Nearer to its remit, the FEU would identify four factors (not necessarily in order of importance), related to the issues discussed in this document:

(i) The structure of employment, particularly youth employment, is changing and there is universal agreement that we need an increasingly adaptable population;

(ii) There is general agreement that the 14–16 curricula needs to emphasise general education but that it should perhaps begin to look more towards the outside world; that the immediate post-16 curricula, need to concentrate on transition, support and adaptability – such as suggested by the FEU/MSC and others, without necessarily excluding more conventional education. Throughout the 14–19 curriculum, in education and/or training, continuity should exist and the personal development of all young people should have priority;

(iii) The MSC and others are committed to changing the training system, and the one-year YTS programme of vocational preparation is an essential element of this strategy;

(iv) The DES and others are committed to the introduction of a new radical form of one year 17+ education.

32. Alongside these factors are many differences and issues, some of which – such as inequitable funding – have been referred to in this document. Others, such as nature of 16+ examinations, the control of our training (and education) systems etc, are outside our remit. It nevertheless remains the thesis of the FEU that given a few key decisions, there are enough positive elements contained in the four factors above, to enable movement to be made towards a *curricular* solution.

33. We see the following as necessary:

(i) There requires to be a public commitment by the training and education systems to the principle that the wider opportunities apparently associated with the various plans for vocational preparation, must be accompanied by opportunities for progression. The responses in this document suggest that this commitment exists and dissenters should be required to publicly 'contract out';

(ii) There requires to be a unified curricular body responsible for the overall design of vocational preparation programmes related to the commitment described in (i) above. More than enough mechanisms exist and this document surely shows that there is already enough curriculum agreement to produce a design-base that should have general support from both training and education. Whatever the body, it must bridge the gap between education and training.

(iii) Such a design-base could comprise:

(a) the eight design elements described by MSC*;

*Appendix 4.

(b) a common-core of knowledge, skills, experiences and attitudes, such as defined by the FEU;

(c) some planned opportunity for occupational sampling;

(d) occupationally relevant education/training related to one or more broad training clusters (such as developed by IMS);

(e) an individual profile of achievement and experience, spanning both education and training with sufficient 'space' for local/sectorial contributions, but related to a series of statements made by the FE Examining Bodies and others confirming their commitment to progression and showing how they will accredit such profiles;

(f) a positive link between YTS and the new 17+ qualification;

(g) opportunities for local curriculum design, within national guidelines.

The MSC YTS Advisory Group on Content and Standards has already made considerable progress towards fulfilling many of the criteria listed above. But its unique relationship to the Youth Training Board and its inability so far to satisfy *all* of the criteria, disqualify it at this stage from becoming the preferred body responsible for all vocational preparation.

34. It goes without saying that what we have suggested in (iii) above closely resembles much of what we have said before. It relates to the model shown in Figures 1/1a (Appendix 1); it is compatible with the joint MSC/FEU Guidelines shown in Appendix 5 and with our response to *17+ : a new qualification* (Appendix 6). The responses that have been analysed and discussed in this document, whilst by no means unanimous, demonstrate, in our opinion, a sufficient consensus for action, especially with respect to (d) above. What appears to be missing is public coherence and commitment, but we hope that by focusing on the issue of vocational preparation, we avoid suggesting solutions to wider problems.

35. In terms of curriculum design for a large proportion of our population, we have already a degree of accord between the education and training sectors not hitherto available. To fail to exploit productively this consensus of *transition*, *support* and *adaptability*, would not only be unnecessarily divisive but would also be a shocking waste of national resource and expertise.

# Appendix 1

# The Original FEU Discussion Document

1. The FEU welcomes the general approval by the Government of the MSC New Training Initiative proposals. It also welcomes the priority to be given by the MSC* for the fulfilment of the second objective of NTI aiming to produce vocational preparation opportunities for young school leavers on a wider scale than ever before. Indeed the FEU would maintain that given a common framework of sound design, vocational preparation programmes are capable of providing the base on which a more open new style skill training system can be built.

2. Due in no small part to the pioneering work of the MSC special programmes, there now exist new attitudes with respect to the way we should educate and train our school-leavers so that they may successfully make the transition from school to work. The acquisition and mastery of basic skills rightly remains a key element of vocational preparation, but there has also emerged a greater acceptance of the necessity to construct programmes based on the individual needs of young people related to their personal development, self evaluation and their ability to relate to local employment circumstances. Thus counselling, guidance and experience in a work situation are now generally accepted as central elements of such programmes. Much the same applies to adults in transition.

3. From this has come a growing consensus that vocational preparation programmes have to be provided on an inter-agency basis. LEAs, schools, colleges, training centres, employers, voluntary associations etc, can all be legitimately involved in such programmes whatever the base of provision. Indeed one of the few reservations that the FEU had with respect to NTI was its apparent omission of college-based vocational preparation courses, from which young people would be released to work-experience. In practice however there is no doubt that the MSC recognises the contribution that the education system could and should make to vocational preparation.

*See paragraph 18 of *NTI: an agenda for action* MSC, December 1981.

**A New and Wider Provision**

4. Another major effect of NTI is that opportunities for vocational preparation should now become available to a larger population of young school leavers. It is this wider opportunity that allows NTI to be regarded as progressive to an extent not possible to associate with other improvements in our training system that have occurred over the last 15 years. We have in the UK a history of persistent neglect of the majority of our young people once they leave school; a neglect that has been exposed in the light of increasing youth unemployment. Similarly, much of the existing YOP provision has been criticised because of its non-educational approach and its ephemeral value. It is essential, in any new system, that we move away from schemes based on youth unemployment towards programmes focussed on personal development.

5. The primary aim of this paper is to emphasise that if vocational preparation is to become a central educational process, available to all young people whether or not they are involved in other study or training, then it must be recognised as such. Thus if NTI is to be a vehicle for a long overdue provision, then its design-base must allow and encourage progression to more advanced education and/or training by a wider range of school leavers than has hitherto been possible. This will mean, as we explain below, not only new attitudes towards selection and assessment, changed concepts of skill and competence, different ways of defining access and success, but probably a radical re-appraisal of many of our more 'advanced' education and training courses.

**A Common Framework**

6. There appears to be a growing acceptance of *pre-vocational* courses from both the educational and training systems. The new 17+ examination system is intended to allow both schools and colleges to provide this type of course; CGLI, RSA and other FE validating bodies are also providing courses in this area. The FEU has already attempted to include all these courses within the general concept of vocational preparation, provided

they include certain key curriculum themes.* Also within this concept, subject to the same criteria, we would include YOP and UVP schemes; our consultations and liaison with the various providers of these schemes lead us to claim that there exists already a curriculum framework capable of serving the aims of any new traineeship concept that comes out of NTI. There remains an urgent need to mediate this framework to all providers, participants and consumers and to translate it into national and local guidelines for operation. This we believe could be done by joint MSC/FEU statements, and discussions on this possibility are already under way.

**Status: Finance, Continuity and Progression**

7. There remain however at least three major problem areas to be solved before a comprehensive and fair system of vocational preparation can be operated. The first is the financial award system that requires to be associated with the young people who participate in these schemes; the second is the way in which we are in danger of restricting vocational preparation to a specific group; the third is the opportunity for progression to more advanced education and training that may or may not exist for the participants. All three areas are related to status and all are critical to the success of any new system of continuing education and training.

8. It is possible now, to find in colleges and elsewhere, young people undergoing similar learning experiences in the same group but between them receiving different levels of financial support; ranging from zero, LEA discretionary award grants, through unemployment benefit and DHSS allowances, to YOP grants. The provision is ad-hoc, accidental or determined by a local situation. The effect is confusing, frustrating and grossly unfair. It seems impossible to conceive an effective inter-agency system of curricular provision operating within such a chaotic framework of financial provision. As a curriculum body, we can do little more than identify the present unsatisfactory situation as one which inevitably must interfere with the curriculum process. If, however, vocational preparation is to be available to all 'students' or 'trainees', wherever it is based, then it should carry with it responsibilities for the trainees* in terms of attendance and satisfactory progress etc, responsibilities for the providers in terms of adequate teaching and monitoring etc and responsibilities for the Government in terms of recognition and financial support.

**Permeation**

9. Much of what follows from paragraph 11 is concerned with the short-term problem of progressing YOP/UVP/ABC-type programmes into existing structures at some 'level-2' state. This is because much of our current thinking is pre-occupied with those young people at risk due to unemployment. This is inevitable and right; but in adopting that priority we must not forget that a policy of vocational preparation for *all* carries with it an obligation to appraise existing structures and courses to ascertain whether they are capable of developing the concept at a more advanced level. Vocational preparation if it is to be central to the educational process, is not something which comes and goes with different age groups and with different programme levels: the functions of counselling, negotiation, the renewal of basic skills, etc are continuous. Their structure and degree of sophistication will vary from level to level and from individual to individual but in essence they form the corner stones of continuing education, whether or not it is job specific.

There are few existing functional courses or examinations which can claim to carry forward and develop the concept of vocational preparation in this way.

10. Thus in suggesting, as we do below, that progression into existing course structures is essential, we are not necessarily assuming that existing courses are entirely suitable. Vocational preparation is concerned with preparing for change – an undeniably desirable aim – which rarely exists in 'advanced' programmes except implicitly or in restricted technological forms. For

*See *Vocational preparation* Section IV, FEU 1981. Negotiation, Acquisition of Basic Skills, Counselling, Guidance and Assessment, Relevance and Experience.

*The term 'trainee' is here and elsewhere used as a shorthand expression for any learner.

although not immediately central to the (short-term) aim of this discussion document, sooner or later a more astringent discussion than has occurred hitherto, of the curricular relationship between the NTI objectives 1*, 2** and 3*** will be necessary.

It seems generally accepted that a training system based on agreed standards of skill, giving progression through further learning and additionally providing for adults, opportunities to acquire, increase or update their skills and knowledge – will probably require a modular construction. Such a system may well comprise separate training modules, to be learned in a variety of modes and locations, associated with firm testing and grading criteria. It would be the thesis of paragraph 9 that, without the voc-prep framework of negotiation, counselling, guidance etc relating personal development to the job situation, a modular system whilst appearing flexible and progressive could in fact be mechanistic, non-progressive and unduly prescriptive. For example, there is no shortage of evidence+ to show that many adults requiring to change or upgrade their skills, require to be involved in supportive learning experiences and in many cases need to furbish their basic skills of learning, numeracy and communication etc. A modular structure of training so convergent on job-skill standards that it excluded this type of individual support, would not we feel be in line with the opportunities described in paragraph 32 of NTI. If we are eventually to construct a comprehensive and open modular system of training such as suggested in paragraph 21 of NTI: *an agenda for action*, then it should somehow be as able to relate to the needs of individuals as to the specific skills of a particular job.

We need to work towards the linking of the characteristics of vocational preparation to all programmes of study and training, whether grouped or modular. In this way will it achieve the permeation it deserves. This is a complex problem and for the moment it must remain a long term strategy, but it could be an important factor in achieving the flexible workforce we require. In the short-term we concentrate on more immediate issues.

**An Intellectual Apartheid**

11. Nearer to the process of curricular design is the problem of progression. It remains one of the more persistent criticisms associated with many pre-vocational courses that they do not automatically gain access to more advanced education/training. In practice, the curriculum providers can provide data to show that many young people from such courses do so progress. But such progress appears fortuitous rather than planned and whilst the CGLI* have made an interesting start in recognising the possibility of an accelerated entry by vocational preparation candidates into its Part II Engineering Craft courses, this remains an uncommon and relatively untested idea. It is already possible to find young people who have, since the age of 15, experienced a variety of pre-vocational courses including work experience, but in terms of conventional educational and training schemes, they remain unacceptable and apparently inferior to their peers with

*"We must develop skill training including apprenticeship in such a way as to enable young people entering at different ages and with different educational attainments to acquire agreed standards of skill appropriate to the jobs available and to provide them with a basis for progression through further learning."

**"We must move towards a position where all young people under the age of 18 have the opportunity either of continuing in full time education or of entering training or a period of planned work experience combining work-related training and education."

***"We must open up widespread opportunities for adults, whether employed, unemployed or returning to work, to acquire, increase or update their skills and knowledge during the course of their working lives."

+ The works of Belbin and Welford are typical sources of this evidence

*The CGLI through its Hargreaves Committee have already indicated that they accept the principle of accelerated entry to Part 2 schemes. This Sub-Committee of the CGLI Joint Advisory Council for Engineering is reviewing the Institute's Engineering courses. Part of the conclusions in the 'Sub-Committee Interim Report' published in June 1981 reads:

". . . the Sub Committee support the principle of vocational preparation for young people proposed by the FEU in their recent report (*Vocational preparation*). There are implications in the proposals for Part 1 200 in order to provide for accelerated entry to Part 2 as applicable. It is emphasised however that co-ordinated vocational preparation, including the acquisition of vocational FE and practical skills is particularly important in order to satisfy the needs of employers and ensure that the output is employable. In this latter context, the Institute should play a leading role in the compilation of positive schemes embracing the essential elements of vocational preparation and vocational skills."

more conventional examination successes. In short, we are in danger of perpetuating a form of intellectual apartheid if we allow, by neglect or design, vocational preparation to become a non-progressive mode of educational/training provision, having all the characteristics of a 'tertiary modern' sector and by implication associated with low ability school leavers.

12. There is also a possibility that because many of the new initiatives associated with young people emanate from the MSC and much of the provision is from outside formal education, the education system from the DES downwards is in danger of being accused of turning its back on this group of young people. There is little on record with which to answer this accusation, and this makes possible the postulation of yet another variant of the 'two-nation' theory. The FEU does not support this type of accusation although its work since 1977 indicates that it is only too aware of the persistent neglect of over half our population by the post-school education system. What it does consider disturbing is that there are already signs that a significant amount of selection is beginning to take place on MSC YOP schemes and that they too could become divisive. If we are to have a comprehensive scheme of vocational preparation then it must provide a wider range of opportunities for more young people. In this we believe we are at one with the MSC and in that situation many problems can be overcome by sound curriculum design, although others will only be solved by changes in attitudes, organisation and resources. With respect to the apparent neglect by the education system of this sector of young people, we believe it is possible to improve this situation by a new 17+ curriculum which deliberately bridges the schism that exists between education and training by openly declaring that it will satisfy the criteria of vocational preparation to which we refer in paragraph 6 above. This means some recognition of experiential learning and we see no reason why any new 17+ certification should not include the accreditation of planned experience.

**Allowing Progression**

13. For progression from programmes of vocational preparation to more 'advanced' programmes of education and/or training to become, for more young people, a reality, we require changes in attitude to bring about changes in design. Employers should recognise the value of broad-based generic vocational preparation. Validating and examining bodies should describe access to their 'level-2' programmes additionally in terms of vocational preparation. The new 17+ examination should conform to vocational preparation criteria. The new-style training system into which most young people would eventually hope to enter, should recognise vocational preparation as a desirable entry mode. The status of vocational preparation should be endorsed by Government both in terms of resources and legislation. Vocational preparation should be available to all young people in a variety of modes and from a range of bases. It should be regarded as a valuable and necessary part of the post-16 curricula whether or not additional study and/or training exists. For most young people such a programme will take up a significant part of their time for a year. Some will be able to satisfy the demands of that programme and concurrently study and/or train in other areas. Others may require more than one year to satisfy a basic programme. Vocational preparation to be accreditable, must also include, where appropriate, tests of competence.

14. The nature of the progression that young people will make from vocational preparation will obviously relate to the level of achievement of each young person. Some selection and testing are inevitable elements of progression but many of the existing criteria and methods are too restrictive, based as they are on norm – referenced examinations of doubtful predictive validity, and on the needs of conventional long-term training. These long-term programmes of training such as existing apprenticeships, whilst in some cases still essential, are available for only a minority of workers. It is generally agreed that in their present form many apprenticeships are proving to be inflexible and restrictive, and their relationship to new jobs is doubtful. We must therefore set up a training system which demonstrates that there are more opportunities for young people outside the present apprenticeship scheme than within it. This can be done by radically widening the existing apprenticeship system and recognising broader clusters of training areas at the initial stage. Employers will have to be persuaded that vocational preparation related to one of these clusters will produce for them adaptable young people with broad-based competencies having some orientation towards that sector of employment. Job

specific training to any marked degree is only compatible with vocational preparation if the probability of employment is high. Young people will have to be persuaded that vocational preparation will give them broad-based skills enabling them to seize a variety of job opportunities within the larger occupational structure to which they should have been realistically guided and on which they have based their choice. Programmes that reduce choice are illiberal and, in an age of accelerating change their relevance must be questioned. There is, for example, an imminent probability of automation being available for that part of the manufacturing spectrum which produces 5,000–250,000 units pa. Most manufacturing falls into this category and potential change of this nature cannot be ignored.

**A Pattern of Progression**

15. Work on training clusters has been done by several organisations, but for the purpose of this paper we use the system of 11 Occupational Training Families recently suggested by IMS*. We do not fully accept the suitability of these particular families, but they were always recognised as tentative and we use them here merely to illustrate our thesis. Figure 1** overleaf indicates these 11 training families and how they could relate to a pattern of progression. (A twelfth – unclassified – segment is included simply to indicate the openness of the designations). The outer circle represents the interface of vocational preparation with existing and potential 'level-2' type training and education. At the moment 'level-2' can only be described in terms of such existing educational/training programmes as CGLI Part II schemes, TEC level II, BEC National, RSA II/III Certificates . . . and employers' second-year training schemes. Hopefully, however, implementation of the NTI objectives will encourage the recognition of many more 'level-2' schemes based on experience and competence as well as on educational criteria, thus providing not only a wider spectrum of opportunity for young people, but more opportunities for adults. Such 'level-2' schemes should not necessarily be age- or time-related, they should be based on competence; but as we have said in paragraphs 9 and 10 they too should eventually have regard to the assimilation of the principles of vocational preparation.

16. The bold outline in Figure 1 shows the individual nature of the vocational preparation we are presently describing, and it is shown isolated in Figure 1a. For each young person the programme will comprise an inner-circle of common-core skills, some occupational sampling of which 3 are shown for illustrative purposes and an outer segment of more specific occupational skills. Having regard to the principles contained in *Vocational preparation*, each programme should be unique in part at least to each individual; it should relate to at least one Occupational Training Family and it should include skills and experiences at each 'layer' of the programme. For these principles to hold, there must be some negotiation with and counselling of, the young participant. There must be some negotiation between the various agencies providing the programme: employer–college–voluntary association etc. There must be a system of monitoring and assessment capable of recording such elements as work – and residential – experience and a range of skills; for this the FEU work among others have recommended a student/trainee profile. Finally there must be recognition and accreditation of the skills and experiences recorded on that profile and the FEU is now approaching the FHE examining/validating bodies and the training agencies to see how they can assist in this process.

17. As we have said elsewhere* we would hope that the teaching-learning strategies employed by the 'tutors' on these programmes whether based in employment, a residential environment, college or a combination of these – will be related to the experience and motivation of the young participant. Figure 1 illustrates various points in the programme from which learning could progress:

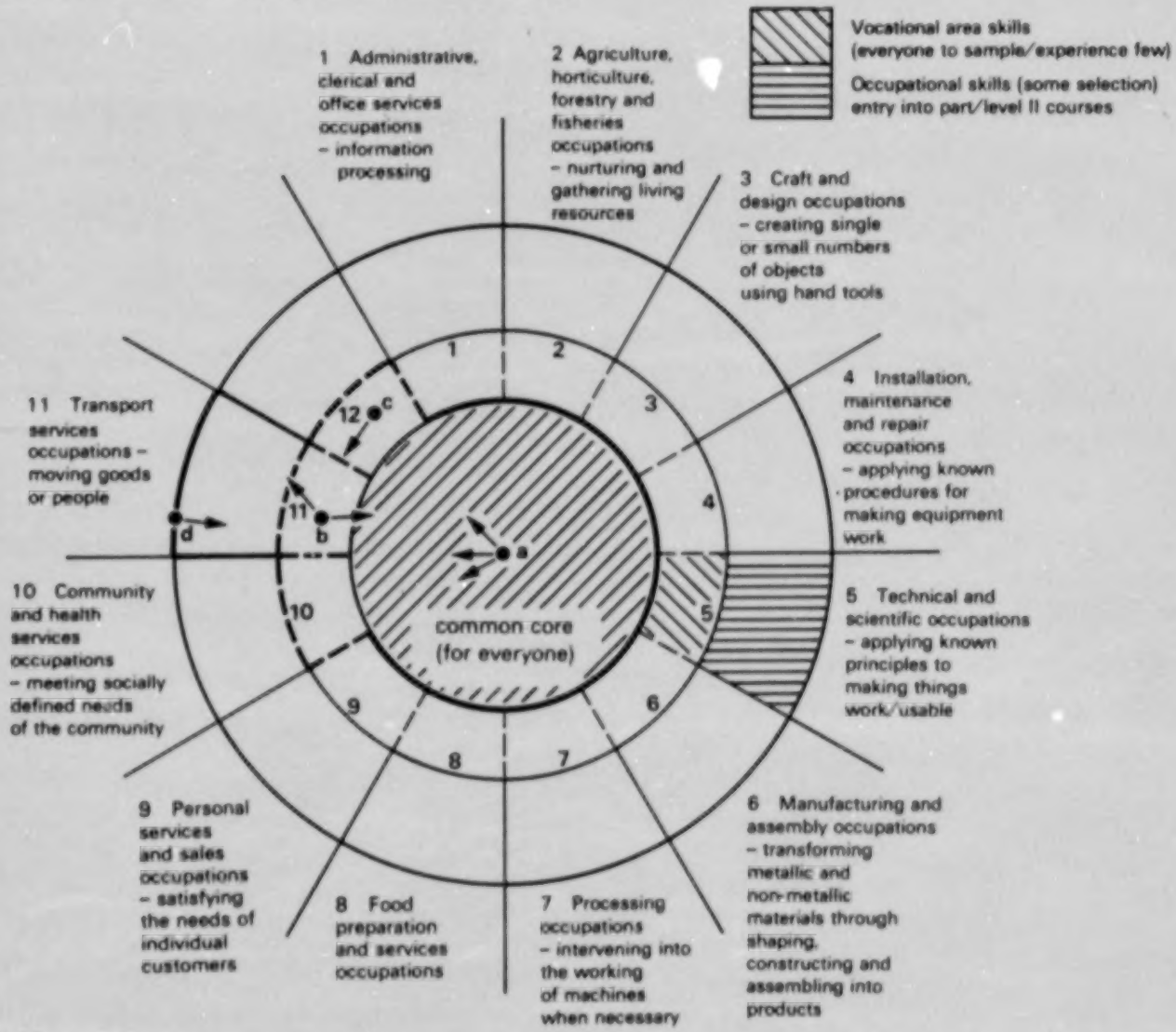
eg point a. a teaching/learning approach dealing initially with essential core-skills;

*Youth skills project: progress report. Institute of Manpower Studies. 1981.

**This is an updated version of the model that appeared in the original document.

*For example: *Experience reflection learning* FEU. 1978. *A basis for choice* FEU. 2nd Ed 1982. *Vocational preparation* FEU. 1981.

*Figure 1* Framework for progression (over 1 or 2 years)


Vocational area skills
(everyone to sample/experience few)
Occupational skills (some selection)
entry into part/level II courses
1 Administrative, clerical and office services occupations – information processing
2 Agriculture, horticulture, forestry and fisheries occupations – nurturing and gathering living resources
3 Craft and design occupations – creating single or small numbers of objects using hand tools
4 Installation, maintenance and repair occupations – applying known procedures for making equipment work
5 Technical and scientific occupations – applying known principles to making things work/usable
6 Manufacturing and assembly occupations – transforming metallic and non-metallic materials through shaping, constructing and assembling into products
7 Processing occupations – intervening into the working of machines when necessary
8 Food preparation and services occupations
9 Personal services and sales occupations – satisfying the needs of individual customers
10 Community and health services occupations – meeting socially defined needs of the community
11 Transport services occupations – moving goods or people
common core
(for everyone)
a
b
c
d
1
2
3
4
5
6
7
8
9
10
11
12

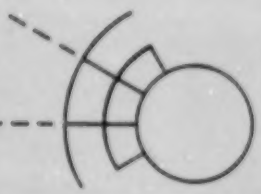


*Figure 1a* An individual's voc-prep programme

point b. an approach based on vocational motivation (eg knowledge of motor-vehicles in this case);

point c. an approach based upon experience in another occupational area (eg because of change in local employment pattern);

point d. an approach based on significant expertise (eg considerable work experience).

The relevance of c. and d. to adult re-training should be apparent.)*

**New Approaches to Skills and Attitudes**

18. It is nevertheless, the problem of recognition and accreditation that persists, for much of what we have described so far in paragraphs 15–17 does exist, except for planned progression. It is apparently not enough to call for changed attitudes from employers, educationalists and examining bodies. We doubt also whether the structure outlined in Figure 1 will be itself sufficient to bring about these changed attitudes. We have already indicated above that there should be a firmer relationship than is apparent between the vocational preparation (proposed in objective 2 of NTI) and the new skill training system (proposed in objective 1 of NTI). We believe that this relationship will rest heavily on the way in which we define, teach, learn and test skills. The FEU is hoping to produce further guidance in this area within the next few months, but because of its significance to progression, some discussion appears in this paper.

19. There is increasing evidence to show* that the skills common to most jobs are, roughly in order, those of Reading, Listening and Talking, Planning and Problem Solving, Basic calculations, Writing, Manipulative skills, Measuring and Drawing. Now whilst each of these contain their own hierarchy of increasing complexity, there is little doubt that basic competence levels in each of these areas are valued by employers, who realise that from such a base, further training and development is possible. What appears to be lacking in many young people is the ability to apply with discernment, school-based competencies to day-to-day working problems. This raises the question as to whether at school level, the curriculum for most young people is too pre-occupied with content related to conventional examination syllabuses; not enough emphasis or time is being given to mastery of core skills, to make transferability to common day to day problems more likely. There is little doubt that with the new information technology, the immediate availability of data will require basic competencies in communication to an extent not necessarily realised. For many, if not most young people, it is more essential for them to achieve these basic competencies than to achieve conventional examination success which, in reflecting content, may not adequately monitor and assess at an individual level the possession and use of core-skills. Perhaps teachers less than society are to blame for our somewhat obsessive loyalty to a rather divisive system of norm- rather than criterion-referenced examinations. Whatever the reason it is not here appropriate to rehearse the limitations (and strengths) of the present 16+ examination system, simply to say that if mastery of basic core-skills is required for all then the curriculum process should deliberately set out to provide, test and record them – all hopefully in way which will encourage and reward success rather than penalise failure.

20. There is also no lack of evidence** to indicate that employers give considerable weight to characteristics such as versatility, initiative, pride in workmanship,

*For example, the FEU is currently engaged in a research project concerning Basic Education provision for Adult Unemployed. The project aims to describe and appraise the provision of basic adult education by a local technical college in a town hit by large-scale unemployment and the reduction of British Steel activities. Large numbers of adult unemployed, particularly redundant steelworkers, have enrolled on to a number of college courses, including basic education, and this project charts their progress and records their experiences of this return to learning. A Project Information Bulletin (PIB/RP41) is available.

*For example see FEU Project Information Bulletin RP37. Basic Skill Training.

**Industrial Training Research Unit. *The A–Z study: differences between improvers and non-improvers among young unskilled workers.* ITRU, 1979.

conscientiousness, timekeeping . . . etc, especially when they are related to the work situation. Such characteristics do not readily lend themselves to conventional examining, and whilst the formal education system must beware of making extravagant claims with respect to its potential in achieving affective aims, there is little doubt again that an undue emphasis on content and academic success prevents many young people from receiving adequate counselling in social, life, work and entrepreneurial skills.

**New Methods and Approaches**

21. The FEU is therefore not without support in suggesting in its publications* that dynamic check-lists, of core-skills, counselling, planned experiences, vocational focussing and profiling – all with an emphasis on competence as much as content – are the necessary components of vocational preparation. What is essential is that such programmes should be conceived and perceived by all participants whether teachers or learners, as a coherent programme of development. This coherence is a characteristic not always associated with many of the existing YOP schemes. It is because of this need that the FEU stresses the role of *negotiation* and 'contracts' as ways forward in achieving the contribution of the various agencies providing such programmes and the involvement of the young people themselves. Education isolated from work, experience isolated from education, work isolated from development – are not likely to successfully build a programme of progression. Teachers, youth workers and supervisors must somehow see themselves as all contributing to the fulfilment of common aims. Only in this way are we likely to get to the young person the reinforcement and transferability that appears necessary to real competence.

**'Mainstream' FE Involvement**

22. It follows from the above that if *quality* is to be an essential ingredient for progression then the involvement of subject experts with a knowledge of the work situation is crucial. So far, for no doubt very good reasons, there has been a general lack of involvement by 'mainstream' vocational departments in what we have described above as vocational preparation programmes. This is not to say that many vocational subject teachers are not already engaged in implementing many of the principles of vocational preparation in their own subject teaching. But here we suspect the inclusion of these principles is more a function of teacher style than of deliberate course design. All too often pre-vocational courses are being constructed by simply 'cobbling together' existing vocational examination subjects, having little regard for the supportive framework of personal development and counselling that we need to associate with vocational preparation. This lack of involvement has often resulted in a gap between the skills imparted by the general education teachers and those required in a work situation. Multi-skills workshops run only by general educationalists are rarely able to demonstrate or simulate the demands of the work situation in terms of pace and quality. On the other hand, work experience, linked solely to output is similarly unable to guarantee the acquisition of those skills and core-competences essential to progression. The dimension that is often missing is the contribution of the professional 'technical' teacher who should be able to provide much of the quality and translate it into terms of work. This is not to say that they simply have to provide the same type of subject expertise as they have previously to day-release and other vocationally-committed trainees. As we have pointed out, the design of vocational preparation courses requires them to provide in conjunction with their general education colleagues, a more supportive role than before. Also, with the adoption of the principle of occupational groupings (or clusters) such as illustrated in Figure 1, such teachers will have to relate much of their skill training to a context wider than a single job. To develop curricula and to construct student-profiles, they will have to identify key skills and around them devise assignments producing maximum transferability. Properly done, the job they are required to do will be extremely demanding: for in addition to a supportive counselling function they have somehow to generalise learning of specific skills without reducing standards of quality and the power of progression to 'level-2'. This is an essential but challenging role; it requires staff development and support, but above all it requires involvement.

*FEU. *A basis for choice* 2nd Ed 1982, *Vocational preparation* 1981, *Supporting YOP* 1979, *Active learning: a guide* 1979, *Developing social and life skills* 1980, *ABC in action* 1981

**A Role for the Validating and Training Bodies**

23. But involvement by college vocational departments and teachers is not enough. As we have implied in paragraphs 9 and 16 there is a vital role to play by the existing FHE validating and training bodies, both short-term and long-term, in the recognition of vocational preparation as a permanent feature of at least post-school education and training. As we have said elsewhere* "Rightly or wrongly, the importance attached to certification based on examinations appears to be a major feature of our society . . . and in the UK at least being 'non examinable' is tantamount to a social stigma". Much of what we have said implies that the present examination system appears unrelated to at least half of our population. Whether this is a matter of educational validity, access, geographic location or real ability – is a matter for debate. What appears to be beyond doubt is that much of our examining system is unable to reveal the rich variety of talent and achievement that many of our 'non-qualified' young people (and adults) possess. This indeed was one of the reasons why we have attempted to promote the student-profile. The risks are not insignificant but the potential benefits are greater, provided the existing system is willing to recognise the worth of the skills and experiences recorded on those profiles. By identifying the short-term priority of vocational preparation programmes for young people at risk, we are in danger of isolating that group, if not the whole concept, from the larger long-term aim of integrating vocational preparation into mainstream education and training.

24. An immediate and positive response by the appropriate FHE and training bodies to this problem would greatly enhance the possibility of a more comprehensive system of post school opportunity for a previously neglected population. This in the long term should increase the participation rate in existing 'advanced' programmes. Such a response probably means new ways of defining access to 'level-2' programmes and some recognition of the generic nature of those vocational preparational skills related to occupational clusters.

*Paragraph 39 *Vocational preparation* FEU, 1981

25. Given a co-operative approach involving all the agencies, given sound curriculum design involving national guidelines and local initiatives, given sufficient resources and staff development, there is every hope that vocational preparation can bridge the gaps that too often exist within and between education and work: between general and technical, between academic and non-academic, between professional and lay instruction. In bridging these gaps, some progression becomes possible if not inevitable.

26. This paper has attempted to make the case that without the possibility of progression to more advanced education/training, vocational preparation will become increasingly identified with the less-able unemployed young person.

27. We have attempted to describe the various factors necessary to achieve such progression and in so doing a complex pattern of inter-dependent relationships emerge. These form the summary of this document:

(i) Vocational preparation programmes should be based on individual needs related to personal development and to a local employment situation (paragraph 2);

(ii) Vocational preparation must be regarded as a inter-agency provision (paragraph 3);

(iii) Vocational preparation must be seen as a new provision of wider opportunity for all and not an ad-hoc reaction to youth unemployment. (paragraph 4);

(iv) An acceptable curriculum framework for vocational preparation already exists but there is an urgent need to mediate this framework to all providers, participants and consumers. (paragraph 6).

(v) There is a need to provide in both the short-term and long-term a satisfactory status for vocational preparation participants:

(a) by more rational system of financial support (paragraph 8);

(b) by recognising that vocational preparation principles should not be restricted to a specific group of courses (paragraph 9);

(c) by recognising that the characteristics of vocational preparation should also relate to modular skill-training systems (paragraph 10);

(d) by planned recognition of vocational preparation by the FE examining/validating bodies (paragraph 11);

(e) by relating any new 17+ examination provision to vocational preparation (paragraph 12);

(f) by providing vocational preparation for all young people, whether or not they intend to enter HE etc (paragraph 13).

(vi) For wider opportunities of progression and choice to exist, a wider provision of training must be provided (paragraph 14).

(vii) A framework of progression is suggested based on:

(a) broad occupational training clusters (paragraph 15);

(b) a combination of core-skills, vocational sampling and occupational skills (paragraph 16);

(c) a variety of learning strategies (paragraph 17);

(viii) We need to re-appraise our concepts of skills and the way in which we define, teach, learn and test them (paragraph 18).

(a) there should be less pre-occupation with content and more emphasis on mastery (paragraph 19);

(b) there should be more planned experience and counselling in social, life, work and entrepreneurial skills (paragraph 20).

(ix) Vocational preparation programmes should be perceived as a coherent programme of development, by all involved (paragraph 21).

(x) FE 'mainstream' vocational departments and teachers must become involved in vocational preparation programmes (paragraph 22).

(xi) FHE validating and training bodies should positively respond to the problem of accreditation of vocational preparation trainees (paragraph 24).

(xii) Vocational preparation programmes should be able to bridge the gaps that exist within and between education and work: between general and technical, between academic and non-academic, between professional and lay instruction (paragraph 25).

December 1981

# Appendix 2

# Those Who Participated in the February 1982 Seminar

Mr R A Barnett
Assistant Registrar
Academic Policy
CNAA
344–354 Gray's Inn Road
London WC1X 8BP

Mr R Ainscough
E Midland FE Council
Robins Wood House
Robins Wood Road
Aspley
Nottingham

Mr A Cass
Northern Council for FE
Wearside College of FE
Sea View Road West
Sunderland SR2 9LH

Mr J K Pattison
Divisional Manager
Road Transport ITB
Capitol House
Empire Way
Wembley
Middlesex

Mr R A Lee
Manager
Road Transport ITB
Capitol House
Empire Way
Wembley
Middlesex

Mr W Gibbs
RSA Examinations Board
8 John Adam Street
Adelphi
London WC2N 6EZ

Mr M A Staunton
Chief Executive
NNEB
Argyle House
29–31 Euston Road
Kings Cross,
London NW2 2SD

Mr M Plaskow
Schools Council
160 Great Portland Street
London W1N 6LL

Mr N Heap
E Midland FE Council
Robins Wood House
Robins Wood Road
Aspley
Nottingham

Mr P J Shaw
Chief Education & Training Officer
The Electricity Council
Industrial Relations Department
30 Millbank
London SW1P 4RD

Mr D B Scott
Manager
Road Transport ITB
Capitol House
Empire Way
Wembley
Middlesex

Ms Nickie Fonda
Institute of Manpower Studies
Mantell Building
University of Sussex
Falmer
Brighton BN1 9RF

Mrs Wendy Riley
RSA Examinations Board
8 John Adam Street
Adelphi
London WC2N 6EZ

Mr J Mann
Schools Council
160 Great Portland Street
London W1N 6LL

Mr R Sturge
Schools Council
160 Great Portland Street
London W1N 6LL

Mr H Knutton
City & Guilds of London Institute
76 Portland Place
London W1N 4AA

Mr G T Montford
City & Guilds of London Institute
76 Portland Place
London W1N 4AA

Mr F Fidgeon
Deputy Chief Officer
TEC
Central House
Upper Woburn Place
London WC1

Mr H J Morland
Manager, Education and Training
British Gas Training and Development Department
5 Grosvenor Crescent
London SW1X 7EE

CI Mr Norris

Mr J Deboo
Chairman of the Joint CBI/Colleges Panel
Group Training Manager
Baker Perkins Ltd
Westfield Road
Peterborough PE3 6TA

Mr R C Aldridge
Principal
City and East London College
Bunhill Row
London EC1Y 8LQ

Mr R T Whiteside
Scottish Business Education Council
22 Great King Street
Edinburgh EH3 6QH

Mr J G Ellis
W Midlands Advisory Council for FE
Norfolk House
Smallbrook Queensway
Birmingham B5 4NB

Mr M Lancaster
MSC
Moorfoot
Sheffield S1 4PQ

Mr B H Henson
City & Guilds of London Institute
76 Portland Place
London W1N 4AA

Mr L G Bill
City & Guilds of London Institute
76 Portland Place
London W1N 4AA

Mr W Bolton
Head of Research, Development and Monitoring
TEC
Central House
Upper Woburn Place
London WC1

Dr P J Perry (For Information)
Director and Secretary
BACIE
16 Park Crescent
London W1N 4AP

HMI Mr G Melling

Mr J Baillie
Principal
Southwark College
Tanner Street
London SE1 3DD

Dr L F Duffin
39 Richhill Park
Knock
Belfast BT5 6HG
Northern Ireland

Mr K P Storer
W Midlands Advisory Council for FE
Norfolk House
Smallbrook Queensway
Birmingham B5 4NB

Mr D Brown
North Western RAC for FE
The Town Hall
Walkden Road
Worlsey
Manchester M28 4QE

Mr Collins
Wessex Lodge
11/13 Billetfield
Taunton
Somerset TA1 2NN

# Appendix 3

# The Follow Up Letter

**FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT**

Chairman Rev Canon George Tolley MSc PhD FRIC FBIM

Director Jack Mansell MEd CEng FIEE MIMechE

Elizabeth House
York Road
London SE1 7PH
Telephone 01-928 9222

ext

Your reference

Our reference

Date 24 February 1982

Dear Colleague

PROGRESSING FROM VOCATIONAL PREPARATION

First of all let me thank you for attending the seminar on 19 February and I hope you found it as encouraging and stimulating as did we.

There appeared to be general support for the analysis of needs described in the discussion paper, as summarised in paragraph 27 and I would suggest that in any final document much, if not all, of that document can stand. If, however, in your response to this letter you would wish additionally to see some form of amendment, please let me know.

There was also general support for the suggestion that a report containing observations by those bodies represented at the seminar would be a unique contribution to the solution of what appears to be a serious contemporary problem of many dimensions. The discussion tended to support the idea that we should eschew the political, legalistic and financial issues, other than in the way that they were identified in the document, and concentrate on the curricular issues.

I write to you therefore, as promised, to invite you to submit a formal contribution to a publication such as described above. The FEU will bear the costs of publication and distribution, and your comments on any final draft will be invited before publication.

Without wishing to restrict any contribution may I suggest something of the order of 1,000–2,000 words, giving the perceptions of your organisation on the following:

A. The extent to which you are able to support the analysis and principles contained in the FEU discussion document; for example

   (i) the nature and scope of vocational preparation;

   (ii) the need for a multi-agency provision;

(iii) the need for a broad-based generic approach;

(iv) the need for a core of basic skills; counselling, guidance and supportive assessment;

(v) the need for an element of local curriculum design within a national framework;

(vi) the importance of a balance between occupational relevance and individual needs.

B. The extent to which you agree that the problem of progression is crucial to the provision of more opportunities for more young people, and that any solution requires a careful balance between greater access and standards.

C. The role you would hope that your organisation hopes to be able to play in supporting A and B above. In doing this you may wish to identify in particular your views on:

(i) how you might relate to the (one-year?) curriculum model shown in Figure 1 of the discussion paper;

(ii) how progression from such a model to a 'level-2' stage in your own area might be defined;

(iii) how you might relate to any of the NTI three objectives;

(iv) what impact, if any, will, or should, any of the above have on the 14–16 curriculum.

It is appreciated that the above framework may not be a suitable one for your particular contribution, neither may all the items be appropriate. Please disregard what you wish and add whatever you feel is necessary.

Hopefully your contribution under C will form the major component.

If you could respond by about the third week in March I would appreciate it. If you are not able to respond please let me know and you will not then be prompted.

Perhaps I could thank you again for attending the seminar and I look forward to hearing from you.

Your sincerely

Jack Mansell

JACK MANSELL
Director

# Appendix 4.1

# Council for National Academic Awards Response

**CNAA Contribution to General Report of Seminar**

**Preamble**

1. CNAA is not a further education validating body as such: its remit focusses on courses and awards in the non-university sector of higher education. Accordingly CNAA considers it improper for it to advise on the detail of the design and organisation of vocational preparation as such. However CNAA recognises that, as the major body responsible for awards and courses in the public sector of higher education, the concern of the seminar (that of progression) is a matter towards which CNAA has a necessary and a particular interest.

**Vocational Preparation**

2. CNAA endorses the general rationale of bringing work and formal education closely together. CNAA's long tradition of the validation of courses of higher education which are designed with an explicitly vocational emphasis suggests that further education and higher education may be able to profit from each other's experience. (It will be recalled in particular that the sandwich course, involving periods of work placement has long been a feature of many of the courses towards which CNAA has a responsibility.)

3. CNAA would support many of the general features of the Unit's conception of vocational preparation: the core of basic, transferable skills, on which can be superimposed developing schemata of clusters of occupational skills; the negotiation of individual's learning programmes; the compilation of profiles of assessment; the needs for counselling, for local curriculum design, and for a multi-agency provision; these are all aspects which CNAA, from its experience and perspective, would endorse.

4. CNAA would urge however that, in the development of individuals' occupational skills, sight is not lost of their general education. CNAA believes (from its own experience of validating courses with a professional or vocational orientation) that flexibility as a product of a learning programme requires not just transferability of skills, but also transferability of general attitudes, concepts and perceptions: in short, there should be some general educational aims which all programmes of vocational preparation should seek to satisfy.

**Progression**

5. CNAA believes that clear and real opportunities for progression need to be developed if vocational preparation is to achieve general recognition: here, CNAA recognises that it has a responsibility itself to respond.

6. There are two levels at which CNAA can respond: first (picking up the first of the NTI's objectives), that of ensuring that there are opportunities for progression into higher education for young people taking vocational preparation programmes; and secondly (picking up the third of the NTI's objective), that of facilitating progression for adults.

7. These two considerations point to three kinds of response:

(a) providing for the assessment of work experience for admission to the beginning of courses of higher education;

(b) providing for the assessment of work experience for admission, with advanced standing, to courses of higher education;

(c) designing the higher education curriculum to reflect the vocational preparation curriculum (to provide, for example, for a negotiated curriculum, profiling, and assessment of work-related learning itself).

8. Higher education, especially that part of the public sector towards which the CNAA is responsible, already achieves something towards these goals. The 'sandwich' principle has been mentioned: in fact, many courses, which are not designated sandwich as such have, as integral components, periods of work experience. And it is possible to 'negotiate' a programme of study leading to a Degree with Honours (known simply as independent study). But clearly more could be done.

9. CNAA has a relatively distant set of relationships with its associated institutions: it is not in a position to prescribe the detail of admissions' policy, and curriculum design within institutions. It can however, through its general framework of policy and regulations, indicate the range of possibilities, and encourage institutions to develop accordingly.

10. Accordingly, CNAA has commissioned a research project which will investigate the operation of current admission practices in its associated institutions of higher education, especially as they affect candidates who lack the normal entry requirements. (Provision already exists for institutions themselves to admit such applicants where institutions feel such students will be successful.) On the outcome of these investigations, it is intended that a CNAA statement will be produced, advising institutions on ways of assessing applicants not offering formal entry qualifications: it is hoped that this statement can be broadened to advise on the assessment of work experience.

11. On the design of the curriculum, CNAA's formal practice is to respond from initiatives from the institutions. CNAA is however about to embark on a review of its policy towards open learning in general, and it will obviously have to take account of possible developments in higher education involving work experience.

12. On both of these points (10 and 11) CNAA recognises it may have much to learn from the FEU (and further education in general) and looks forward to the development of the present working relationships.

RAB

# Appendix 4.2

# Business Education Council Response

### 1. BEC Support for New Initiatives

The Business Education Council welcomes the FEU Discussion Paper and reiterates its support for the Unit in its efforts to identify and encourage the introduction of more effective forms of initial and continuing vocational preparation.

The Council has already expressed its general support for the aims and objectives of the 'ABC' type courses proposed by the FEU for young people in schools and colleges for the DES proposals for a new examination at 17+ and for the improvements to and broadening of the combined vocational education and training opportunities proposed by the government and the MSC.

The Council also underlines the need identified by the FEU for active co-operation between educational providers, trainers and employers in all these areas of development. Objectives for new provision should be realistically structured in the light of the skills available within these organisations.

### 2. Priority Needs of Those Normally Outside FE and 6th Form Provision

The Council supports the overall objective to provide a structure which combines education and training and which will cater for the needs of young people of all ability ranges. There is also a need to take account of the probable increase in the level of skill and competence which will be required of all those in employment in the future. In respect of the 16–17 age group, the Council believes that a major task is to establish new or more effective post 16 education and training provision for those who, in the past, have usually gone directly into employment without concurrent education. This group of young people is not well served by the traditional range of 6th form academic studies, vocational courses in FE or (in employment areas where these exist) apprenticeship schemes.

### 3. Opportunities for and Limitation on Progression

The Business Education Council's own awards have specifically provided for progression and continuing education for those wishing and able to benefit from it. The Council's view is that comprehensive provision for the 16+ age group in the future must incorporate such opportunities for progression and for up-dating of knowledge and skills at a later date as the needs of employees and employers change.

However, the Council considers it unrealistic to assume that *all* young people should be encouraged to assume that they are capable of and expected to proceed to more advanced studies or levels of training. Such a policy would foster a feeling to failure among those unable to achieve this higher standard. The achievement of the objectives of vocational preparation therefore must be recognised as having a value in themselves. Hence effective quality control over what is offered to young people plus positive and realistic marketing will be required. All concerned in the design and implementation of the education and training provision will need to co-operate if this sense of relevance and achievement is to be realised.

The Council will continue to look sympathetically at ways in which experiential, and other non-examinable forms of learning may on occasion substitute for formal qualifications as entry point to courses leading to BEC awards. This will build on already established policy and must be done in a way which seeks to identify clearly those types of experience, or combinations of experience, plus the successful achievement of vocational education and training objectives, which are valid predictors for success on more advanced courses.

### 4. The Current BEC Provision

Since 1974 the Business Education Council has reviewed the need of those requiring vocational education for business and the public sector. This has been done in consultation with industry, trade unions and educational providers. As a result the Council has introduced since 1978 a range of courses leading to nationally recognised awards. They are offered in around 400 colleges and a growing number of schools in England, Wales and Northern Ireland.

The range has been designed to provide for:

| CLIENT GROUP | BEC COURSE |
|---|---|
| (a) young people aged 16 and over with modest or below average success in CSE and O-level examinations. | may take a one or two year BEC General Certificate or a BEC General Diploma course |

| | | |
|---|---|---|
| (b) | young people aged 16 and over who have achieved above average success in O-level and CSE Grade 1 examinations (four or more) or a BEC General award with Credit | may take a BEC National Certificate or Diploma course which is widely recognised by professional bodies and major employers and provides an alternative route to A-levels to higher education |
| (c) | young people aged 18 and over with A and O-level success or who have already successfully completed a BEC National award | may take a BEC Higher National Certificate or Diploma course |
| (d) | those who already have substantial work experience combined with varying levels of formal educational qualifications | may participate in the growing programme of BEC Post Experience units and courses |

Each of the courses leading to different levels of BEC award may be taken by full-time or part-time study. Distance learning provision has also been introduced. Each course is based on a common (nationally agreed) core of knowledge, understanding and skill plus career specific studies. The BEC provision therefore largely fits the proposed model for vocational preparation and covers various ability bands.

### 5. Occupational Training Families

The clustering of skills and knowledge in relation to groups of occupations and careers has already been a feature of BEC course provision. There are also opportunities for transfer from one career group to another without the necessity to repeat the objectives of study areas already successfully covered. From its own experience the Council recognises the importance and usefulness of defining Occupational Training Families as proposed in the FEU Discussion Paper. However, like the FEU, it considers that the groups suggested by the Institute of Manpower Studies report should not necessarily be assumed to be the most suitable upon which to base a national programme of vocational preparation.

### 6. BEC Links with MSC Provision

The Business Education Council has already reached agreement with the MSC on a framework for incorporating programmes of study for BEC General awards and for the first year of a BEC National award within the overall framework of a well structured Youth Opportunites Programme. Such courses are already on offer. The Council also expects links of this kind to be even more widespread in respect of provision under the proposed one year Youth Training Schemes and expanded UVP schemes.

### 7. National Standards – The Role of Examining and Validating Bodies

The view of the Council has been and remains that, as a national validating body, it should be concerned with the overall balance of education and training received by a young person studying for a BEC award but that it should itself certificate only those parts of the total programme over which it can realistically establish and maintain control of standards of achievement. The policy is also seen as applicable to any BEC involvement in any new course developments.

The Council considers that there are, and are likely to remain, significant objectives within a total programme of vocational preparation which combines education and training which no body operating at a national level could realistically monitor or control. However the Council acknowledges that statements on achievement which are additional to the BEC award including statements on personal qualities issued to the young people by the course and training providing centres, may usefully form part of a profile or overall record of achievement.

### 8. Counselling and Negotiation

The Council strongly supports the FEU in its appeal for an increase in the resources and expertise deployed in counselling young people to help them to make more informed and realistic choices of suitable education and training courses and careers. It is felt that such counselling is crucial from age 14 onwards so that careers limitations are not introduced as a by-product of the unconsidered dropping of individual subject areas.

However, the Council does not support the FEU in the emphasis which it puts on the separate negotiation of the curriculum for each young person or in the idea of a contract as proposed by the FEU. Whilst recognising the need for flexibility to meet individual needs, the Council believes that it is more realistic for young people to be counselled to follow an appropriate path within an agreed framework of nationally recognised paths or routes of study. The Council also points out that even in

such a system, individual choices will be limited because not all routes will be available in locations convenient for all students at any one time.

**9. Vocational Preparation and the 14–16 Curriculum**

The Council would wish to see reinforced the idea that the period of compulsory education to 16 should have as a main objective the provision of a sound educational base which will equip each young person for entry to a range of employment. Education between 14–16 should provide opportunities which encourage realistic assessments of their abilities and of career paths to suit individual preferences.

In the areas of business and office studies the Council questions the validity of an early introduction of skills-teaching which is in many cases confined to girls of average or below average ability. There is evidence from the experience of such young people in FE that these skills have been taught as an alternative to the further development of skills in language, number and social skills. They have been an alternative to general education. It is however the low level of general education which frequently reduces the young people's ability to use the office skills effectively.

**10. Diagnosis and Induction**

If by age 16 young people have only very vague ideas on the availability of suitable jobs for them in particular Occupational Training Clusters, it is unrealistic to assume that informed decisions can and will suddenly become possible as a result of short induction periods at the beginning of YTS or vocational preparation schemes. Indeed there appears to be a growing body of evidence that induction orientation schemes lasting several weeks are not well received by young people who 'want to get on' with something definite.

**11. Financial Support for Vocational Preparation and Post 16 Education**

The Council reconfirms its view that young people should be encouraged to make rational choices about post 16 education and training, taking account of their potential. Choices will become increasingly distorted by financial considerations unless there is urgent attention to providing at least limited financial support for all young people in full-time education, in training or combinations of the two.

# Appendix 4.3

# City and Guilds of London Institute Response

The City and Guilds of London Institute welcomes the FEU Discussion Document which clearly identifies the issues needing to be resolved in order to implement successfully the Government and Manpower Services Commission proposals for a New Training Initiative (NTI). Those proposals have already been supported by the Institute, which sees the opportunity offered for the introduction of a pattern of education and training to allow:

(a) all young people to benefit from planned and progressive education and training as the bridge from school to working life;

(b) progression through the system in a flexible manner according to student and employer needs;

(c) the extension of provision for the acquisition of skill and associated knowledge so that recognition of status is based on competency rather than time-serving;

(d) greater opportunities for adult re-training throughout working life.

The success of NTI depends upon establishing and obtaining acceptance for an alternative to the traditional academically-based route into adult life: otherwise it will be seen as no more than a short term palliative for the particular current problem of alleviating youth employment. The analysis and principles contained in the FEU document provide for such an alternative route, which must:

satisfy the identified needs of the students;

have credibility in the eyes of employers, parents, and students;

permit transfer and progression both within itself and into already established schemes of education and training;

be able to be operated within the resources and by the teaching, supervisory and training staff available;

be administratively, institutionally and financially viable.

The City and Guilds of London Institute believes that the best solution will be provided by a national system based on local implementation. The first three needs can best be met by the establishment of a national framework based upon a centrally agreed reporting structure for student achievement of agreed aims. The remaining two needs which relate to the ways and means whereby schemes are provided must be a matter for local determination within centrally negotiated broad guidelines.

In its entirety the new route may be considered in four phases

Phase 1 Age 14–16 – providing a general educational basis of skills and an understanding of the adult and working world, leading to

Phase 2 Age 16–17 – providing a common basis of general and specific vocational preparation during the 'Transitional Year' – at the heart of aim 2 of NTI – leading to

Phase 3 Age 17–19 – providing for the acquisition of specific vocational skills and knowledge together with associated recognition and status – the heart of aim 1 of NTI

Phase 4 Age 19 onwards – retraining of adults in response to individual need and technological change – at the heart of aim 3 of NTI.

**Current City and Guilds Provision**

City and Guilds offers a range of schemes covering phases 1, 2, 3 and 4 above. Each of these has been developed separately to satisfy an identified need. The table overleaf shows the date of introduction, the main providers, and the identified need.

NB There is some overlap between phases 2 and 3 because those going straight into employment without phase 2 provisions need some of the basic syllabus content.

| Phase | Scheme (Date) | Provider/Sponsor | Identified Need |
|---|---|---|---|
| 1 | Foundation Courses (1974) | School, FE, industry | ROSLA in schools |
| 2 | Foundation Courses (1974) | School, FE, industry | Alternative to CEE in schools and FE |
| | Communication Skills 2 levels (1976) | Schools, FE, adult education, MSC | language problems in industry |
| | Numeracy 2 levels (1978) | Schools, FE, adult education, MSC | numeracy problems in industry |
| | General Vocational Preparation (1981) | Schools, FE, MSC | *ABC in action* |
| | General Employment Award (1977) | Industry, ITB, FE, MSC | DES request to help with UVP |
| | Employment Preparation Award (1979) | Industry, ITB, FE, MSC | YOP |
| | Traineeship (pilot) | Industry, ITB, MSC | 1 year YOP |
| 3 & 4 | Technical education courses and industrial skill tests progressively structured at various levels to complement and certificate training and industrial experience | FE, industry, ITB skill centres | Industry, adult retraining. Over 250 schemes covering 24 occupational areas |

The NTI provides an opportunity to bring these separately developed schemes under a unified framework within which all providers can make a contribution so that the total needs of young people and adults may be met. There are two essential requirements for this to come about:

(a) unifying features must be found to provide coherence to the new pattern;

(b) progression through the system must be made explicit, in terms of both core knowledge and skills and vocational knowledge and skills.

The unifying features can be based on a common reporting structure of measured achievements and recorded experience. The Institute is currently working with MSC, a number of colleges and two LEA's (Lancashire and Oxfordshire) to explore the use of a summative profile as a means of providing the desired coherence across the whole range of schemes in phases 1 and 2. At the same time work is proceeding on the identification of the common core elements in our phase 1 and 2 provision so as to enable a common format to be used for the presentation of student achievement.

**Core Elements of Vocational Preparation Schemes**

An analysis of the core elements of the Institute's vocational preparation schemes in terms of the required student attainments which the schemes require is shown in Table 1. These elements are very clearly related to those suggested by the Further Education Curriculum Development and Review Unit in their publications *'A basis for choice* and *Vocational preparation'*.

**Table 1: Core elements of prevocational courses**

| Element | | Vocational Preparation General | Foundation Courses | GEA (UVP) | EPA (YOP) | Traineeship | Module No |
|---|---|---|---|---|---|---|---|
| Communication Skill | L1 | ✓ | ✓ | ✓ | ✓ | ✓ | C1 |
| | L2 | ✓ | ✓ | | | | C2 |
| Numeracy | L1 | ✓ | ✓ | | ✓ | ✓ | C3 |
| | L2 | ✓ | ✓ | | | | C4 |
| Understanding Society | L1 | ✓ | ✓ | ✓ | ✓ | ✓ | C5 — Level 2 combined |
| | L2 | ✓ | ✓ | | | | |
| Economic Understanding | L1 | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | L2 | ✓ | ✓ | | | | |
| Environmental Understanding | L1 | ✓ | ✓ | ✓ | ✓ | ✓ | C6, C7, C8, C9 } Separate reports at Level 1 |
| | L2 | ✓ | ✓ | | | | |
| World of Work | L1 | ✓ | ✓ | ✓ | ✓ | | |
| | L2 | ✓ | ✓ | | | | |
| Social Skills | | explicit ✓ | implicit ✓ | ✓ | ✓ | ✓ | Profile |
| Problem Solving | | explicit ✓ | implicit ✓ | ✓ | ✓ | ✓ | C10 |
| Affective Qualities | | explicit ✓ | implicit ✓ | ✓ | ✓ | ✓ | Formative assessment only |
| Guidance Career Planning | | ✓ | ✓ | | ✓ | | |

As the Institute's certificate in Vocational Preparation (General) – 365 is directly related to *A basis for choice* this has been taken as the basis for the analysis wherever possible. The following points are worth noting.

(a) The core of 365 and Foundation Courses is almost identical, differing mainly in the increased importance given to the social skills, problem solving and affective qualities within the 365 scheme. This is a product of their relative dates of publication rather than of intent. The other main difference is that the two levels

of Communication Skills and Numeracy are explicit within 365 whilst in Foundation Courses both levels are covered by the single test;

(b) The coverage of the core within courses based upon GEA and EPA is very variable which is probably a reflection of the fact that each scheme submitted to the Institute is designed in isolation to the others. In practice it should be possible to reach agreement on a common set of desired outcomes. In general however it appears that the levels intended are lower than those in 365 and Foundation Courses and are less comprehensive in their coverage;

(c) The new traineeships submitted to the Institute also include all elements of the core although at the lower level.

(d) The industrially based schemes — GEA and traineeships — tend to give less prominence to guidance. This may be a reflection that this is an implicit assertion that the young people have already made a choice of vocation to follow and is therefore partly committed.

From this analysis the following core modules can readily be identified:

C1 —Communication Skills Level I
C2 —Communication Skills Level II
C3 —Numeracy Level I
C4 —Numeracy Level II
C5 —Understanding Society
Economic Understanding
Environmental Understanding
World of Work
} Level II

Those readily lend themselves to relatively objective and reliable assessments and for the most part already exist. Some re-presentation would be required, however.

The possibility of developing the following additional modules could be considered for assessment and reporting using a profile:

C6 —Understanding Society Level I
C7 —Economic Understanding Level I
C8 —Environmental Understanding Level I
C9 —World of Work Level I
C10 —Social Skills
Problem Solving

**Vocational Elements of Vocational Preparation Schemes**

The vocational elements of vocational preparation schemes must permit exploration across industrial boundaries and allow progression to schemes of specific vocational preparation.

This progression will best be obtained by identifying student achievement in terms of phase 3 abilities. For this to be possible, the content of 'traditional' further education schemes needs to be re-stated and a major exercise to analyse schemes in terms of their component processes, to establish a central syllabus material bank based on those processes, and to investigate the possibility of providing or generating support material for teachers and students has been started. The vocational elements of vocational preparation schemes need to be related to these syllabus material banks in order to build progression routes to specific vocational schemes.

The fundamental basis for constructing the common banks is the industrial process eg cutting, drilling, etc. In addition banks will be formed on related science and technology, methods of communicating product and service requirements (eg drawings), and testing and quality control.

The basic vocational elements for the pre-vocational schemes relating to the syllabus banks could therefore include:

(a) The study of a selection of industrial processes;

(b) Associated principles and applications of the processes in industry;

(c) Related science and technology;

(d) Simple skills development.

City and Guilds schemes combining basic core elements and vocational elements in a variety of ways can offer a comprehensive and progressive provision which will match the curriculum model set out in the FEU Document and cater for the needs of students in schools, colleges, industry and community.

Developments along these lines will provide the basis for a more flexible system of vocational preparation at all ages. Credit for previous success will be available to students and the changing needs of industry could be met more rapidly without total revision of schemes. Such a process-based system can provide for those already employed and for those awaiting employment through a national structure which allows maximum freedom for adaptation to individual industry and local needs. It will offer wide opportunities to adults, as well as to young people, because of the recognition available for achievement based on experience and competence.

Successful adoption of these ideas will depend, to a very large extent, upon the involvement of teachers, instructors and line managers, and on a satisfactory solution to the problems created for the career structure of teaching and training staff. There will be a need for a major staff development programme which must include the following elements:

(a) a provision of information and the awareness of need for the new programmes to support the majority of the students;

(b) the development of new skills required in the new system

  (i) counselling and guidance techniques including the formative use of profiles as a basis for educational counselling and the development of learning programmes and as a basis for the compilation of summative reports;

  (ii) course tutor skills and team management techniques;

(c) the enhancement of skills in curriculum development so that teachers can work together to prepare integrated and coherent programmes.

The Institute's Instructor/Supervisors Award (926), developed in conjunction with MSC, provides a model for meeting some of these needs, and the Institute proposes to investigate how such provision may be extended to cover wider needs.

# Appendix 4.4

# East Midland Further Education Council Examinations Committee Response

(a) Education is a continuous process and each stage in that process should be designed to suit the needs of individuals or groups with common needs.

(b) Vocational preparation as a part of the process of individual development should not be identified as relevant only for a particular age group: it extends across all age groups and ability levels.

(c) Vocational preparation or prevocational provision must by definition be related to employment, whether it is directed towards enhanced employment prospects or better occupational performance in subsequent employment or a clearer commitment to specific employment.

(d) The Government White Paper refers to young people who 'are not yet ready for special vocational education and training'. However, there are also young people who are 'ready' and who are pursuing further education courses.

(e) This Council has had some experience of designing and offering schemes for those who are 'ready' leading to Certificate of Further Education the twin objectives of which are enhanced employment prospects and progress to second stage courses.

(f) Even allowing the two distinct groups in d. there is within each a whole range of levels of ability, achievement and personal qualities.

(g) Some school-leavers will not, in one year, be able to reach a level of achievement which will permit access to traditional craft, technician or other vocationally biased courses.

(h) For courses which offer 'taster' opportunities through a number of optional vocational studies to ensure progression it will be necessary for each of those vocational options to be broadly comparable in content with existing first year vocational courses.

(i) The use of profiling, ie of recording experience and measured achievement of each individual student, has considerable merit as an aid to teaching staffs and students. Its value is more likely to lie in its immediacy, ie with the passage of time a particular profile will lose its relevance as the individual acquires other (unrecorded) experience.

(j) This Council welcomes the FEU initiative in highlighting the importance of progression and supports the publication of the report containing observations of the FHE examining and validating bodies.

(k) This Council will continue to pursue a common approach through its discussion with the other FE Regional Examining Bodies and CGLI as part of the 'Ferryside' agreements.

(l) The Council will continue, within the limits of the resources available to it, to assist its constituent authorities and colleges in identifying staff and curriculum development needs and ways of satisfying them.

# Appendix 4.5

# National Nursery Examinations Board Response

A. The Board welcomes the FEU document.

(a) the recognition of the need to give young people (and adults) opportunities to express potential un-recognised and unrewarded within our education system (see in particular paras 14 and 23).

(b) the emphasis on individual need and individual development, and the consequent emphasis on counselling negotiation and supportive assessment (see in particular para 16 of the discussion document).

It is the view of the Board that schemes of vocational preparation designed in accordance with the principles set out in the discussion document (though not necessarily following in detail the model illustrated in that document) could contribute substantially both a) to the individual's ability to make an informed and realistic choice of employment and/or further training, and b) to the individual's acceptability to prospective employers and/or training institutions.

B. The Board accepts that the problems of recognition and progression are crucial to any real development of vocational preparation, and that the FHE validating bodies and training agencies must be prepared to seek solutions to these problems.

The Board does not underestimate the magnitude of the problems.

In relation to progression from VP schemes to the NNEB Certificate course two factors in particular will create real obstacles.

1. In issuing its Certificate the Board is not merely recognising completion of a period of study, or mastery of an area of theory. Rather it is certifying to potential employers that the Certificate holder possesses a range of competences essential to the care and normal development of young children. Employers must therefore have the assurance that *all* certificate holders have successfully attained *all* the objectives of the course.

The Board holds firmly to the view that the full content of the present two year course of integrated theory and practice is essential to the achievement of these objectives.

Any proposal for accelerated entry from VP schemes to the Certificate course would have to be considered within these constraints.

2. The Board shares the view that job specific training is of real value only if the probability of employment is high (para 14 of discussion document). As a matter of policy therefore, the Board restricts the number of students in training at any one time in the light of job opportunities, in the admittedly wide range of sectors of employment open to Certificate holders, as revealed by annual statistics on employment of new qualifiers.

The Board would not be willing therefore to sanction access from VP schemes to the Certificate course in any way which threatened the balance between student numbers and job opportunities.

The Board does not however, regard either of these difficulties as wholly insurmountable. It may well be in fact that the discussion document contains a series of starting points for their resolution, in its recognition of the fact that appropriate progression may well be specific to the individual (para 14), its proposals for the use of student profiles (para 16) and its emphasis on the essential link between VP schemes and real employment prospects (para 2).

C. Above all, the Board believes that the objectives which underpin both the NTI and discussion paper are of such importance to young people that the actual or potential problems posed for FHE validating bodies must be regarded as soluble until and unless the contrary is proved.

# Appendix 4.6

# Northern Council for Further Education Response

I refer to your letter dated 24 February 1982 addressed to Mr A Cass requesting regional contributions for inclusion in a Report relating to the theme of the seminar 'Progressing from Vocational Preparation' held on 19 February 1982.

As you know, the Northern Region was represented at the seminar by Alan Cass and at his suggestion we have convened a small group of Local Education Authority and college representatives who have prepared the following comments in response to the questions contained in sub-paragraph c. of your letter.

There is general support for the FEU discussion paper and the definition of vocational preparation as set out in the earlier FEU publication *Vocational preparation* is accepted. It is recognised that each programme of study should be unique, in part, to each individual and must have a supportive framework of personal development and counselling and it is also thought that there is an essential need for an inter agency approach to vocational preparation with elements of local curriculum design seen as being important within a national framework. It is hoped that the machinery of the Northern Council for Further Education will be used to co-ordinate local and regional developments.

The concept of a broad based occupational approach is supported but it is thought that more research is required. The work of the Institute of Manpower Studies is extremely interesting and it is hoped that resources may be made available to extend this form of study into the Northern Region which has many problems not necessarily reflected in the findings of other regional studies.

There is concern at the lack of co-ordination of developments under NTI which will greatly influence existing FE provision. It is thought that many of the initiatives proposed through the Training Boards could usefully be discussed by utilising existing regional machinery. Most curriculum discussion tends to centre around post-16 developments therefore it is thought that there is an urgent need to involve the GCE and CSE Boards.

The curriculum model shown in Figure 1 of the Report provides a useful basis upon which to discuss progression from pre-16 to level II Further Education schemes and if this progression is to be effectively achieved it is suggested that the FEU common core check list could usefully form a basis of a curriculum discussion between validating bodies involved in both pre-16 and post-16 education. A major staff development exercise will be required in both the school and FE sectors.

The Northern Council for Further Education is actively encouraging the development of the CGLI Vocational Preparation (General) No 365 within the Region. Schools and colleges are showing interest in this development and the Council sees the exercise as strengthening the links between schools and FE sectors. Council is also working with CGLI on developments within the Hargreaves proposals which should make it possible for progression to be achieved within a wide range of CGLI courses which will be offered under the auspices of NCFE within the unified system for National Standards and National Certification ('Ferryside').

**Relating to the Curriculum Model Shown in Figure 1 of the Discussion Paper**

The region would wish to reiterate its support of the philosophy and curriculum design set out in *A basis for choice* together with its support for the MSC *NTI: agenda for action* and for the development which has subsequently taken place. NCFE would wish to emphasise the need to guard against any dilution of the original philosophy and the importance of keeping firmly in mind the curriculum principles initiated by FEU is emphasised. The curriculum should not be restricted to the least able and should not be confined to the 16–19 age group.

Further, it is thought that the State should accept responsibility for those young persons in the 16–19 age group, the distinction between the employed and the unemployed should be removed and there should be a speedy introduction of a universal scheme of education and training opportunities for all in the group.

**Defining Progression From Such a Model to a Level II Stage**

It is thought vital that the credibility of the Level I Stage is reinforced by the establishment of a system which demonstrates that the completion of Stage I is of progressive value in itself and/or is a means of achieving entry into Stage II provision.

A national flexible framework for vocational

preparation, validation and certification is urgently needed focussed upon achievement based testing of levels of competency with a clear indication of the progression or exemption to which students are entitled following success at various specified levels. This, in turn, indicated the need to explore the traditional course hierarchy at Stage II and above, as the Hargreaves proposals do in engineering, with the objective of facilitating a progression from vocational preparation. Unless the latter is attempted progression will entail moving between parts of an education and training system which is based upon differing philosophies. If a national framework of certification could be established implicit within each Stage should be the facility for progression.

In the short term it will be necessary to utilise the existing system in such a way that levels of competence displayed in vocational preparation courses become accepted as a means of progression or exemption. However, short term measures carry with them the danger of fragmentation and the development of a vast network of local and disparate standards.

Inter agency co-operation will be important and hopefully this can be focussed upon the recent Ferryside/Hargreaves agreement/approach. The statement which appears in the FEU document *Progressing from vocational preparation – the issues* stating that 'a modular presentation, which whilst appearing flexible and progressive can in fact be mechanistic, non-progressive and unduly prescriptive should be avoided' is fully supported.

**Relating to the Three NTI Objectives**

The three objectives set out in NTI are accepted and supported but it is important to recognise that the objectives are inter-related and need to be presented in the form of an integrated package which will be directly relevant to the national framework. The inter-relating of the objectives can lead to a new industrial relations context; unless the craft apprenticeship system is reviewed relevant progression cannot be adequately provided for unemployed young people nor can the needs of industry of those adults requiring re-training be met.

Amendment to existing validating systems will be needed to accommodate the achievement of the three NTI objectives and the implications of progression within the areas of validation as they relate to the remit of the Northern Council for Further Education will be the subject of discussion within the Council's Examinations Committee.

**What Impact, If Any, Will or Should the Above Have on the 14–16 Curriculum?**

The four age related phases set out in the CGLI document which accompanied the seminar papers are accepted and therefore it is agreed that the objective in phase 1 for those aged 14–16 should be the provision of a general educational base of skills, and understanding, of the adult and working world. The pursuit of this objective should influence curriculum design in schools but should not be taken as the stimulus to simply invent new courses nor as a means of providing an instant route along which less able pupils should be directed.

The Northern Council for Further Education commends the FEU for its initiative in providing a forum for this important area of debate.

A T MORRISON
Secretary

# Appendix 4.7

# Road Transport Industry Training Board Response

**Observations regarding points raised in FEU letter of 24 February 1982**

Ref:

A1. Any new development should attract National and International (EEC in particular) recognition and hopefully its complexity will be kept to manageable limits. An overall system should permit personal progressive development throughout both educational and working life and enable a person to identify himself with the system and at any stage within it. The system should be so designed as to progressively integrate educational, life and occupational requirements from a much earlier stage in school life than is apparent today.

A2. No one agency can completely undertake required development, administration and implementation of such a system involving an extensive range of industries, occupations and related skills. It is important that the various agencies involved are able to effectively pull together and quickly respond to change from whatever direction.

A3. To have a broad based generic approach at the 'core' appears highly desirable for the early stages of development, but care should be exercised to clearly define the term 'broad based' and subsequent 'outlets'. Every effort should be made to ensure that any student/trainee within this stage is able to relate himself to the more specific stages of the development process with which he may be faced. One must face reality, as from experience within our industry total broad based approaches are not the answer for all situations and industries must also be able to identify themselves with particular stages in the system.

A4. It is agreed that there is a need to rationalise and develop a core of basic skills. The points made in paragraphs 1 and 3 above support the need for effective counselling and guidance where we believe at present the quality varies considerably.

A5. The relationship between occupational relevance and individual needs should always be carefully assessed for any scheme or programme. Whilst a future system should provide for educating and training a person to meet the demands of a particular job, existing or potential workforce should also be developed to appreciate for example:

- the extent of and opportunities available within the scheme for education and training;
- methods of study, their application and mode;
- occupational groupings, job opportunities requiring related skills and knowledge across all industrial sectors;
- transferable skill opportunities and possible 'transfer' training;
- the relationship of social and life skills to meet everyday living requirements, job opportunities and progression within selected occupations.

B. The Board has always placed great emphasis on the achievement of standards as reflected in the wide range of its Training Recommendations, recently developed YOP schemes and methods of skills testing.

It is important that some form of recognition can be given, however lowly, to all people entering and progressing within the system.

The system should be so designed to provide for progressive 'blocks' of training and/or education enabling an entrant to match his learning ability and style, possibly taking alternative routes to meet an end requirement. It is considered that the 'blocks' should have:

- defined entry standards (recognising academic/vocational levels of achievement in schools);
- progressive assessment and possibly a form of final assessment by test or examination.

To accept anyone into a particular 'block' of the system could prove wasteful in time and resources and have a demotivating effect if the student/trainee cannot cope with the requirements. Whilst general ability and personal development/motivation can be an important factor for success,

the system should provide for 'topping up' or bridging requirements where limited deficiencies are identified at any level.

The form and level of recognition should be clearly understood by students/trainees; education, training and careers agencies also industry must be in a position to relate these levels to job opportunities and established occupations.

C. From our recent discussions the points raised in your letter are clarified in some degree by the detailed information we left with you for the YOP schemes and it is hoped that by now you will have received a copy of our Consultative Document — *Craft skills training*. The above together with our observations under A and B may well provide you with sufficient information at this stage.

# Appendix 4.8

# Schools Council Response

Ten years ago, concerned by the narrowness of the A-level curriculum and its unsuitability for many students, the Schools Council suggested a new system of two-year post-16 courses and helped establish an experimental Certificate of Extended Education (CEE) for 17-year-olds.

Since then, A level has confirmed its durability, but a new 16–17 curriculum has from time to time seemed possible. In 1979, the Further Education Unit's report *A basis for choice* offered a rationale for one-year pre-employment courses in further education and the Keohane Study Group recommended a vocationally oriented CEE including proficiency tests in literacy and numeracy. Late in 1979 the Schools Council responded to the then Secretary of State's request for advice by affirming in *Secondary examinations post-16*, the need to develop a system of 17-plus examinations to meet the needs of young people within the CEE target group.

The context has been changing fast. Specifically, overlap between the work of schools and colleges has increased: O and A levels are widely taught in further education colleges and schools are exploring courses offered by FE examining and validating bodies. The 1980 Green Paper *Examinations 16–18* said both schools and colleges would be involved in providing new 17-plus courses and qualifications and, earlier this year, *17+: a new qualification* described the Government's plans for launching a Certificate of Pre-Vocational Education.

What, then, is to be the basis for the new 16–17 curriculum? Some start the discussion by blaming schools for failing to interest and motivate many of their pupils. Others argue that pupils leave school unaware of the realities of adult life and ill-equipped to make the transition to work. Many claim the twin ills of disaffection and naivete could be healed by shifting the curriculum in the direction of relevance, capability and vocational preparation. The thesis has proved persuasive and warrants careful consideration.

Ironically, the tide of events which has fostered these beliefs has already created an environment in which the analysis appears inadequate. Predicting students' needs has always been an uncertain art and social and economic factors suggest the task will get no easier. Yet a preparatory curriculum implies an element of forecasting and requires judgements on the range of attributes students will later find valuable.

The notion of relevance is elusive: its ephemeral and plural nature needs to be recognised. Relevant learning should not be narrowly utilitarian but rather should draw from wide social, cultural, political and vocational themes. The teacher's task is to interpret relevance in terms of individuals' wants and needs and help students to articulate and pursue appropriate learning targets.

Indeed, the overarching aim of education – expressed in familiar but not redundant terms – remains the development of the whole person. The pace of change that forces constant reappraisal of the objectives, content and processes of education also demands that we eschew narrow and debilitating interpretations of relevance and preparation. Post-16 education should, inter alia, extend students' appreciation of world, society and community and develop an understanding of work as part of this fabric.

The terms 'preparation' and 'progression' have gained recent currency – though neither seems specific to 16–19 education. These years are not uniquely transitional: personal development and reorientation take place at all ages. There is no case for associating the post-16 curriculum with a standard agenda of learning objectives which, once ticked off, qualify students for living. Indeed, each achievement generates a host of new problems and objectives for each individual: the process is lifelong.

The educational system should help individuals to identify and tackle their own learning goals: it cannot proceed on the assumption that a single set of tasks and sequence of learning will commend itself for all. To regard students as novice adults is to undervalue their perspectives as 16 or 17-year-old individuals and to constrain rather than encourage their development.

It is worth reflecting briefly upon the curriculum legacy of secondary schools. Some of what is on offer is readily traced back to the traditions of the grammar schools and their precursors. Much of what is studied reflects the piecemeal and sometimes stereotyped adjustments schools have made to cope with ROSLA, secondary re-organisation and the changing aspirations of pupils and parents. HM Inspectorate has eloquently described the pitfalls of subject-based option schemes and the shortcomings of existing examinations systems. Schools, as ever, are buffeted by diverse forces and required, sometimes by the same adviser, to hold fast to

traditional academic standards and simultaneously respond to the demands of a changing world. Uncertainty is endemic and the tensions are clear.

Critics of the secondary curriculum often claim that an undue premium is placed on abstract and inapplicable knowledge. There is clearly some basis for this complaint and it is undoubtedly true that syllabuses and examinations can overemphasise recall, sometimes of redundant facts and often of material out of meaningful context. However, some proposed remedies are equally inadequate.

There is at present powerful advocacy for a curriculum founded on the promotion of competence and skill. The very terms have a purposeful ring. Yet these dimensions, neglected as they might have been, must enrich rather than delineate the curriculum. Some writers appear to disdain learning that cannot readily be presented in terms of discreet skills. At one extreme this approach risks the dissection of the curriculum into trivia, at the other we find an incongruous tendency to label even the most complex human attributes – up to and including life itself – as skills.

Of course we should use the skills concept with discretion, as one analytical tool among many. Significantly the Cockcroft Report rejects narrow definitions of mathematical skills and condemns teaching which drills manipulative competence but ignores context. The message is clear and generalisable; skills, like other desirable learning objectives, are properly nurtured in a reflective environment and in ways that relate to students' day-to-day experiences and interests. Context matters, and so, inevitably, do knowledge and understanding.

It is unfortunate that the phrase 'basic skills' has become such common educational parlance. Cockcroft makes many caveats in this area and it might well be time to dispense with this demeaning concept. As with minimum competency targets, curricula centred on basic skills risk, by implication, setting arbitrary ceilings and pre-determining endeavour and achievement. This cannot be desirable within compulsory or continuing education.

Communication skills, social and life skills, personal skills and survival skills are easier to espouse than define. But their very intangibility reveals them to be far from basic. These skills may be required, together with other attributes, in situations and combinations so numerous and diverse as to make the fullest check-list look inflexible and banal. Education should take place at a more personal and consequently more subtle level.

This is not to deny the value of seeking consensus on a body of essential experiences and learnings. Indeed the process of identification has already commenced in separate quarters and in different ways. The Schools Council, the FEU, HMI and Government have each recently explored the ground and offered distinctive models and there is a substantial case for proceeding more systematically towards agreement.

Curriculum makers face dilemmas in the search for continuity. A major post-16 influence, for which the universities have been much maligned, has been the needs of academic specialists. A strong counter-thrust is now evident from the world of employment. Schools have some responsibility for tempering the more strident demands of a waiting world to allow young people time to grow and discover themselves. Schools and colleges should no more be expected to prepare young people for dull and repetitive jobs than for the mammoth feats of factual recall demanded by the worst degree examinations.

What, then, is demanded of the post-16 curriculum? It must articulate with the common component of the 11–16 education. It must provided new, attractive and attainable targets to a wide range of students. It must offer springboards rather than channels. Flexibility and adaptability cannot be fostered by a narrowly conceived curriculum. Broad and liberal courses of study are required to extend students' skills, interests and understanding in ways they have themselves identified as important. Were there not a few ideas of this nature running through the CEE and N and F proposals? Was there, perhaps, a baby in the bathwater?

# Appendix 4.9

# Technician Education Council Response

1. The Technician Education Council fully supports the FEU in its work on vocational preparation and the more recent extension of this concept in the curriculum model presented in the discussion paper.

Because vocational preparation courses are in the main for young people preparing for their first jobs they must be broad based, fitting the student for a range of occupations. The need for students to meet a check list of basic skills, either wholly or partially on entry but certainly by the end of the course, is relevant to all versions of vocational preparation courses. Additionally all courses should include counselling and careers guidance. TEC regards that it is essential that any student on completion of a vocational preparation course has the opportunity to progress into a more specific vocational course of study.

2. TEC has recently developed and started a new scheme of "Technician Studies" in collaboration with the Manpower Services Commission. This scheme embodies the principles of 'Voc Prep' as set out above, and was designed for the target group of young people between 16 and 18 who are of technician potential. The one year courses consists of:

(a) An initial orientation phase.
This includes vocation sampling and working to a check list of basic skills. At the end of this phase the student moves on to an occupation skill area;

(b) Main Course.
This covers a range of occupations involving the study of TEC level I units and successful completion provides entry to the second stage of a range of TEC Certificate and Diploma programmes. This progression has been regarded as a vital feature of the course.

3. The Council would endorse the FEU view that vocational preparation courses should involve a variety of agencies and desirably be inter-agency. The TEC course 'Technician Studies' involves both TEC and MSC. The TEC course is recognised as being just one of the family of courses needed for the pre-vocational area, other agencies supplying other parts of the family.

4. The Council welcomes the report on the New Training Initiative and the objectives specified in it. With regard to young people entering TEC programmes at different ages and with different educational attainments, the Council's unit based programmes already readily cater for such provision. The point at which a student enter a programme depends on their previous educational, both formal and informal, attainments.

With regard to the provision of courses for young people under the age of 18, the Council in collaboration with MSC have produced the "Technician Studies" course which combines a period of planned work experience with work related training and education.

The Council endorse the NTI objective concerning opportunities for adults and are already well into the planning stage for post experience courses, the TEC unit based system lending itself well to this need.

5. The Council sees itself as having a vital role in the development of vocational preparation courses in view of its responsibilities for technician education.

W BOLTON

# Appendix 4.10

# West Midlands Advisory Council for Further Education (Incorporating The Union of Educational Institutions) Response

**Comments of a Working Group (Chairman: Mr D T Kingan)**

There is most positive support for the initiative taken by FEU in drawing widespread national attention, at this critical point in development, towards the major issues affecting youth education and training, which in their implications deserve to be more clearly appreciated than they have been if the opportunity is to be seized upon to give all young people without exception suitable and realistic vocational preparation.

**The Nature and Scope of Vocational Preparation**

Examples of individual vocational preparation programmes given in the framework for progression illustrate four possible starting points. There will be others within a comprehensive and all embracing scope, both for those of limited academic ability whose interest is to the immediate local employment market, and for those who seek 'A' levels and directly ensuing University degrees. The fullest possible range of resources needs to be deployed in their support, and while this affects particularly the close operational liaison essential between schools and FE colleges, must range from the Departments of State — of Education and Science and of Employment, MSC and the training bodies, whether within the public sector or not, industry and its science and technology, to the LEAs and the manifold services they provide, whether these are institutional or not.

**The Need for a Broad Basic Generic Approach and a Core of Basic Skills**

*A basis for choice* has demonstrated the concomitants which must form part of the training of an adaptable and flexible workforce: common core skills judiciously mixed with specific vocational education and training, and recognising the importance of social and personal development. Development work now needs to be concentrated upon the evaluation of such programmes as meeting acceptable standards by both industry and, where appropriate, training boards, as well as for the associated FE.

Many FE programmes for young people already have these basic skills characteristics — they are to be seen as requirements, not as a syllabus, and are of particular relevance to schools' curriculum, where motivation is more intangible. Schools it is believed need to develop in large measure such an alternative route for those of their pupils who are not pursuing the more traditional academic fare.

**Counselling Guidance and Supportive Assessment**

Counselling and guidance support properly means individual private tutorials at very regular intervals. This calls for adequate funding and associated staff development for a large number of teachers, since the support is met from college resources and within teaching commitments. One half-hour a week of personal counselling for each member of a group can quickly commit a third of a lecturer's class contact time.

**The Need for an Element of Local Curriculum Design Within a National Framework**

It must be said that local schemes must be devised locally if they are to ensure relevance to local industry. Yet they must also conform to an overall *framework* which guarantees progression and recognition to individual achievements. The interposition of the regional element can provide this assurance without being a further administrative layer, can in fact make the balance right between the training and the associated education, whether this is vocational or not. It can do so because of its varied industrial and educational resources, and because it acts as a national agent.

**The Importance of a Balance Between Occupational Relevance and Individual Needs**

While this is accepted and of particular importance in the schools sector, perhaps more important is to ensure the individual can adapt himself to changing skills and show he is capable of meeting these requirements.

**The Problems of Progression**

The opportunity for progression is the prime requirement. Already there is this lack as a result of YOP which while

offering some industrial experience has not generally achieved a wide ability spread consonant with the range of occupational skills. Any profiling report must relate to this progression and not be tied so rigidly to immediate industrial demand, which can itself be variable. Adult retraining calls for a different set of values since here vocational area skills are to support direct job specific training.

**The West Midlands**

The West Midlands Advisory Council for FE acts as a focus for the LEAs which are its constituent members. It seeks to ensure the integration of education and training and its task in vocational progression is seen as itself initiating programmes expressive of this objective, supporting and supplementing LEA and college activities in staff development, and validating and assessing the relevance of programmes to ongoing vocational FE. Thus national criteria would be related to local initiatives, and achieved in close association with MSC, FEU, CGLI and industrial and training partners, without another tier of bureaucracy. Such joint activity must also clearly enjoy the support of the schools. As a general rule, no regional activity takes place without the involvement of those primarily concerned with it, so local institutions are always part of the process of any dispassionate critique by their peers.

Such a function would resolve the question of validation 'recognition' where this was not otherwise covered, and would emphasise the importance of the initial curriculum model being possible of achievement at school by 16+. In any case this is not to be viewed as a one year programme, but as a series of levels to be achieved according to the individual's requirements. No one way is to be prescribed. It follows that a major recasting of FE Craft 'Part I' is called for with a redefining of the achievement certification: this need not necessarily be an entry to 'level two', but may in some instances call for the development and recording of personal qualities and achievement of a widespread and common core curriculum, ie a study of breadth rather than depth.

The three NTI objectives are fully welcomed. For the immediate purpose, however, in meeting employers' demands for national standards, a national 17+ Certificate, provided it was capable of responding to local conditions, would be most advantageous, and is the obvious lack at the moment.

Finally, on the question of the 14–16 curriculum, it must be said the effect of ROSLA has not developed in students the maturity of mind looked for, and linked course arrangements between schools and colleges need to be seen as part of this vocational preparation. A clear objective is ready to hand in eg CGLI Foundation Courses, which could provide a major motivation, whether in a linked situation or not.

**Summary**

Much of the above in essence will be valid whatever the ultimate pattern of vocational preparation will be: some will be amended in the light of particular decisions, whether by Government or otherwise. But the importance of a full range of programme provision, combined with a refusal to prescribe a restricted method, or time in which this can be achieved, and the full involvement of all interests, ideally under the umbrella of a State Department of Education and Training, is the only way to marry personal and social development of young people with their vocational education and training grounding, both generic and specific.

# Appendix 4.11

# Yorkshire and Humberside Association for Further and Higher Education Response

**Progressing from vocational preparation**

Thank you for your letter of the 24th February, following the seminar on 19 February, which I found both very interesting and profitable.

Your letter has been discussed in the Examinations Board of the Yorkshire and Humberside Council for Further Education, but the Board felt unable, within the short timescale, to comment in detail on the important issues you raise. I have been asked to indicate the general support for the points listed in A and B but to say that a number of reservations were expressed about C, relating in particular to the curriculum model shown as Figure 1 of the discussion paper and the 'syllabus' set out at the beginning of Paragraph 19.

In connection with the regional curriculum base which we are setting up for vocational preparation, a small professional group is also being established, and my colleagues and I would welcome an opportunity to comment in greater detail at a later stage if that would be possible or helpful. I am sorry not to be able to contribute more at present.

M Neale
Chief Officer

# Appendix 4.12

# The Royal Society of Arts Examinations Board Response

**1. Introduction**

In principle the Board subscribes to much of what is included in the FEU paper. Of particular importance is the need to ensure that NTI provision and any DES 17+ proposals should share a common approach in terms of the curricular framework. The FEU document *Vocational preparation* indicates how this could be achieved.

**2. The Nature and Scope of Vocational Preparation**

The Board generally supports what is said about the nature and scope of vocational preparation within the FEU paper, but considers it unfortunate that vocational preparation has tended to be identified with the educational provision for the less able. The creation of a 'tertiary modern' sector would be a disaster, but it is one which could easily happen in the current educational/economic climate. Vocational preparation, as defined by the FEU, is a type of learning experience which all young people of all levels of ability need to undergo: all individuals need self-development of the sort that can be obtained from the best vocational preparation schemes. There may be some evidence that, for some young people (the most able?), key curriculum elements – negotiation, counselling, guidance, even relevance – have been present within the context of traditional academic subject-based education. It is clear, however, that the traditional system has not provided those elements for most young people. This failure has been most apparent with the less able, but, as social, economic and employment patterns alter, it becomes apparent that the failure extends more widely across all levels of ability.

**3. The Need for a Multi-Agency Provision**

The Board has never considered that learning takes place only in educational establishments. Within vocational preparation schemes, therefore, there must be appropriate arrangements for involving all those – whether in education, in industry, in the youth service, in MSC, wherever – who are concerned with the development of participants in the schemes. This is particularly important in relation to NTI if provision is to be of appropriate quality, and if due and proper recognition for assessment purposes is to be given to all elements of a young person's experience.

A multi-agency provision should also assist in the crucial task of publicising and disseminating to the community the value of vocational preparation schemes. Acceptance of schemes by users, employers, trade unionists, the public at large, is vital if schemes are to be seen as having more than intrinsic value.

**4. Approach and Content**

4.1 The RSA considers that any vocational preparation scheme should be concerned with those learning experiences that will enable an individual to develop in such a way as to cope better in later life. In general terms, no distinction can be drawn between the skills and abilities necessary for employment and those necessary for life outside employment. Curriculum design for vocational preparation, therefore, should involve a generic approach and would only include job-specific elements if these were seen as contributing to the overall aims of the course. Such an approach has considerable implications for the style and methods of teaching used by 'vocational' teachers. Such an approach also argues *against* modular courses, which can degenerate into a collection of job-specific units, and *for* integrated courses at the vocational preparation stage.

4.2 The Board is also of the view that a generic approach can be applied either to a general vocational course (eg a course to which the *A basis for choice* model is relevant) or to a vocational preparation course taking as its unifying theme a broad vocational area, eg, 'clerical'. What is important is the approach, the analysis of the aims of the course, and the way in which they are made available to the learners.

While it may be possible to identify generic skills, and provide opportunities for acquiring these in particular occupational contexts, it is recognised that much research is still needed into the concept of transfer skills and how these are learnt. Developments in this area will undoubtedly affect methods used within vocational preparation courses.

| RSA Vocational Preparation Provision | |
|---|---|
| Courses with a unifying theme: | Vocational Preparation (Clerical)<br>Vocational Preparation (Distribution)<br>Basic Clerical Procedures<br>Basic Receptionist/Telephonist |
| Assessment packages for general (ABC) courses: | Practical Communication Profile<br>Practical Numeracy Profile<br>Practical Scientific/Manipulative Profile*<br>Combined Profile* |
| *under development | |

4.3 It follows from what has been said that, while a national framework should be provided, individual providers should be free to devise the details of their schemes in such ways as suit local circumstances. Indeed, if negotiation is to have any meaning as an element in vocational preparation such flexibility and awareness of individual needs is vital. This does not mean that local schemes should be directly linked to what are seen as local employment needs, since (i) vocational preparation is concerned with life outside as well as inside employment, (ii) local employment needs may change rapidly and radically, or disappear, (iii) many participants may move from their current home area. Nevertheless, existing local patterns of employment may well assist in providing experience and contexts for local curriculum designers.

## 5. Progression

5.1 The RSA is firmly of the view that appropriate opportunities for young people can only be provided if means of progression are identified and *made available*. For a number of years the Board has been committed to the provision of formative and summative assessment leading to profile certification for its vocational preparation schemes. The advantages of such methods of assessment and certification do not need rehearsal here, but the difficulties surrounding progression both to employment and to further education are apparent. While employers frequently express appreciation of the information provided by profile certificates, they still look for some simple sifting mechanism as provided by the conventional school examination system. It may be difficult for educationalists to accept that the examination system should perform the function described, but the fact is that it does. The whole question of progression from vocational preparation to (first) employment is therefore problematic, at least while school courses at 14–16 do not lead to profiles. Logically perhaps they should, thus allowing smoother progression to vocational preparation.

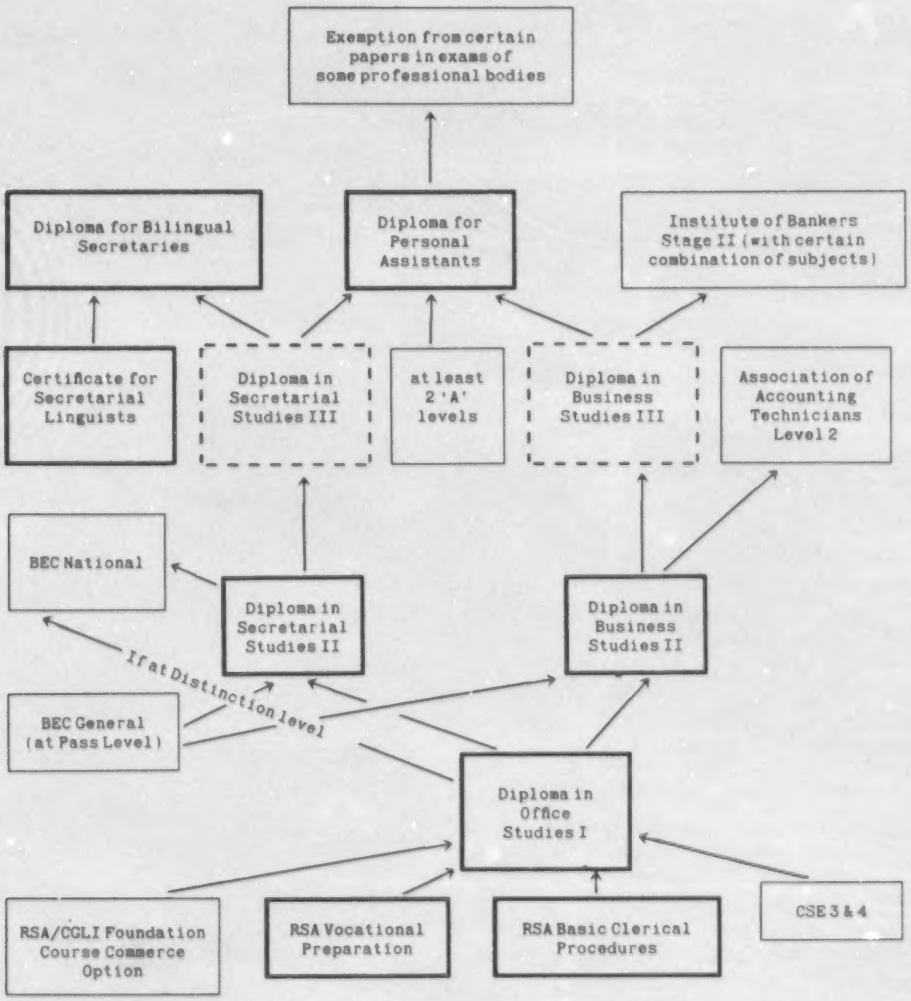
5.2 As far as progression *from* vocational preparation to other further education courses is concerned, the RSA makes provision in two ways. One way is by means of a network of courses within the business and clerical studies areas. Some possible routes of progression are illustrated in the attached diagram. Secondly, RSA examinations are not norm-referenced, but are criterion-referenced. Most syllabuses are now written in objective terms, and all will be within the next year or so. In so far as a syllabus is expressed in terms of behavioural objectives, in terms of competences required, and in so far as a minimum level of peformance for a pass is specified, so the terminology used for examination certification and that used for profile certification will converge. Thus the relevance of statements about an individual leaving a vocational preparation course for a 'Level 2' course should become clear to those charged with the counselling, guidance and negotiation function in educational/training establishments.

5.3 In order to allow progression of this sort, the RSA does not normally set entry requirements to its 'Level 2' examinations. The College and the student can determine between themselves the appropriate course of study and the appropriate entry and exit points. Generally speaking, the barriers to progression in this way seem to be barriers of administrative practicality within colleges, eg, no provision for individuals starting courses at dates other than conventional starting dates even where for the individual concerned week 15 would be a more appropriate start than week 1, minimum class size requirements, etc.

5.4 The RSA recognises that there is still room for substantial improvement in the areas described. It does feel, however, that progression can be facilitated if *all* assessment is criterion – or performance – based, and if there can then be agreement on the terminology to be

# QUALIFICATIONS PROGRESSION

Possible routes to business/secretarial qualifications


Exemption from certain papers in exams of some professional bodies
Diploma for Bilingual Secretaries
Diploma for Personal Assistants
Institute of Bankers Stage II (with certain combination of subjects)
Certificate for Secretarial Linguists
Diploma in Secretarial Studies III
at least 2 'A' levels
Diploma in Business Studies III
Association of Accounting Technicians Level 2
BEC National
Diploma in Secretarial Studies II
Diploma in Business Studies II
If at Distinction level
BEC General (at Pass Level)
Diploma in Office Studies I
RSA/CGLI Foundation Course Commerce Option
RSA Vocational Preparation
RSA Basic Clerical Procedures
CSE 3 & 4

(Awards in dotted boxes are in course of development)

used in assessment statements as a guide to the level or standards of achievement. The Board considers that measures of this sort must be accompanied by appropriate staff development programmes to ensure that the student-centred teaching/learning approaches so successfully operated within vocational preparation schemes can be made available across the whole range of further education courses.

**6. Conclusion**

Section 5 above should show how the RSA's provision relates to the three objectives of NTI. Agreed standards are at the heart of the Board's methods of determining examination syllabuses and assessment procedures, and of awarding profile certificates. These certificates, not being constrained by set examination dates, can be awarded at the time when a young person completes his/her course and are thus immediately available for job or further education interviews. By providing national qualifications available across the whole of the UK in both vocational preparation and also in individual job-specific skill areas (eg, Shorthand), adults as well as young people are provided with opportunities for retraining and taking new directions. The Board sees this provision as complementary to that provided by the schools for 14–16 year olds. The RSA considers the provision of job-specific skill teaching to under-16s as undesirable and even harmful to the development of the young people concerned. The 14–16 curriculum should be concerned with the consolidation of general education in its best sense, in developing autonomy and the ability to benefit from the next stage in the educational process – which in future will almost certainly involve the whole of the 16–17 age group.

MFC/SR

# Appendix 4.13

# Manpower Services Commission Response

The MSC welcomes this opportunity to respond to the FEU initiative which seeks to bring to the attention of the examining and validating bodies the need to ensure that progression is a key feature of vocational preparation. MSC shares the concern that vocational preparation should not be solely associated with the needs of the less able. Rather, it should provide access to a wider range of opportunities for all young people to make achievements which are recognised by the appropriate examining and validating bodies. The support of the examining and validating bodies is, therefore, essential to the task of ensuring that within a standards-based system every young person is able to acquire a range of competencies and experiences which facilitate the transition into working and adult life and serve as a foundation for subsequent employment or continued training or relevant further education.

The MSC recognises that the scope of the Youth Training Scheme (YTS)* does not make provision for those young people who remain in full-time education in schools and colleges after the age of sixteen. However, the MSC supports the view that a coherent approach for the whole age group 16–19 is best achieved by the incorporation of certain key core areas into all vocational preparation processes so that schemes facilitate progression and transfer. This approach should ideally also relate to those experiences present in the last years of compulsory education (14–16). The degree of accord which exists between the MSC and the FEU on these issues is demonstrated by the decision to issue joint MSC/FEU guidelines on the New Training Initiative.**

MSC and FEU are agreed that there are certain principles concerning the training and education of young people:

(a) the creation of a coherent programme of vocational preparation for all young people should be given a high priority in both training and education;

(b) vocational preparation programmes should conform to broad national guidelines amenable to local implementation to suit the needs of employers and of the young people themselves;

(c) such programmes should have common aims related to the acquisition of abilities; the optimisation of employability; an understanding of the adult world; experience of work; a progressive approach to the responsibility of self-development; and a willingness to accept change.

The MSC has identified a series of eight design elements which will be, as a minimum, common to all YTS programmes in 1983:

- induction;
- assessment;
- off-the-job training or education;
- planned work experience;
- guidance and support;
- occupationally based training;
- core areas;
- record and review of progress.

The processes and practices of using these elements and establishing the balance between them, and the role and competencies of the various agencies contributing towards the delivery of the elements will be elaborated during the development phase of YTS. It is intended the eight elements will define the framework for YTS provision within which local trainers, educators and sponsors will be able to develop specific programmes to meet local needs.

The MSC has also indentified a set of learning opportunities which need to be provided. These cover:

- basic skills and additional basic skills (especially computer literacy and information technology);
- world of work;
- world of non-employment, including trainee interaction with the community;
- job specific and broadly related skills;
- personal effectiveness, especially planning and problem-solving, and inter-personal skills,
- skill transfer, especially skill ownership and learning skills.

*See *Youth task group report* **See Appendix 5

These learning objectives will similarly be elaborated during the development phase of YTS.

Thus, the MSC supports the view that a successful programme of vocational preparation should embrace:

(i) the need for a multi-agency provision;

(ii) the need for a broad-based approach;

(iii) the need to include identified core areas, and supportive assessment, guidance and counselling;

(iv) the need for an element of local curriculum design within a national framework;

(v) the importance of the combination of occupational relevance and individual needs;

(vi) the significance of certification to accepted national standards.

The MSC is anxious to develop a progressive working relationship between the three objectives of NTI, viz:

1. we must develop skill training including apprenticeship in such a way as to enable young people entering at different ages and with different educational attainments to acquire agreed standards of skill appropriate to the jobs available and to provide them with a basis for progression through further learning;

2. we must move towards a position where all young people under the age of 18 must have the opportunity either of continuing in full-time education or of entering a period of planned work experience combined with work related training and education;

3. we must open up widespread opportunities for adults, whether employed, unemployed returning to work, to acquire, increase or update their skills and knowledge during the course of their working lives.

To this end the MSC is working with a number of examining and validating bodies to ensure their co-operation in establishing the standards-based skill training system described in Objective 2 on the foundations built within the YTS programme. The certification and validation procedures for YTS will be developed through work with existing examining and validating bodies, and these are expected to be taken into account in any parallel developments arising out of the DES 17+ initiative.

The MSC is interested in developing the concepts of progression and the use of a number of Occupational Training Families (OTFs) similar to those described in the document, and is funding work in this area. The MSC envisages the development of vocationally relevant education and training within YTS based on these OTFs.

In conclusion, there is much in the FEU document that the MSC welcomes. The task of ensuring progression for all young people according to their particular needs and abilities is an important one, affecting as it does the attitudes and expectations of young people and of parents, employers and the community. The MSC endorses the desire to see significant advances on progression within the immediate future and is working to ensure that this is achieved.

J M LANCASTER

# Appendix 5

# A New Training Initiative: joint statement by MSC/ FEU No 1 General Principles

**Curricular Design and Implementation**

1. Following the publication of the Government White Paper *A New Training Initiative: a programme for action* Cmnd 8455 HMSO, December 1981 and the MSC's *NTI: an agenda for action* and *Youth task group report* (which describes the new government-approved Youth Training Scheme), MSC and FEU have agreed that the publication of joint statements from time to time would not only demonstrate the degree of accord that exists between the two organisations but would also provide a convenient medium for issuing constructive guidance to both the training and further education sectors. This is the first of those statements.

2. Both MSC and FEU have issued from time to time, documents outlining in various details, guidance and advice with respect to the design and implementation of education or training programmes or both. A selection of these publications is appended. Within these documents there is a high measure of agreement on the fundamental curricular principles that should be adopted in order to produce the wider opportunities that both MSC and FEU seek for young people and adults.

3. This joint statement describes some of those agreed principles concerning the training and education of young people:

(a) The creation of a coherent programme of vocational preparation for all young people should be given a high priority both by the training and education sector;

(b) Vocational preparation programmes however based, should conform to broad national guidelines amenable to local implementation to suit the needs of employers and of the young people themselves;

(c) Such programmes should have common aims related to the acquisition of skill, experience and knowledge; the optimisation of employability; an understanding of the adult world; experience of work; a progressive approach to the responsibility for self development and a willingness to accept change.

(d) The five main elements described in paragraph 26 of the Government White Paper are generally recommended. Briefly these were:

(i) Induction and assessment;

(ii) Basic skills;

(iii) Occupationally relevant education and training;

(iv) Guidance and counselling;

(v) Record and review of progress.

4. Further development of these will take place within the framework of A New Training Initiative but both MSC and FEU have already in their respective publications, issued guidance on such themes. It is further, our impression that at a national level there is little or no discrepancy between us, and we shall be happy to comment on any divergence identified locally. There are inevitably, potential problems related to the time allocation suggested with respect to educational and training components. Many of these problems can be resolved by initially designing programmes on the basis of mutually agreed aims and objectives rather than distinguishing from the outset between training, experience and education. The basic principle is that each programme should be a coherent structure based on a co-ordinated approach by the providing agencies.

5. Standards of competence are essential and should be recorded, alongside experiential learning. The 'document of progress' as mentioned in the White Paper, the 'portfolio' of assessment as described in MSC, *NTI: an agenda for action* or the 'student-profile' as described in FEU's *Vocational preparation* are all basically the same thing and in time it should be possible to work towards some uniformity. All should aid progress from one mode of vocational preparation to another and from basic vocational preparation to more 'advanced' skill training or education or both. All should have in common the ability 'to show what an individual can do and not where he has failed'; MSC *NTI: an agenda for action* paragraph 22.

6. Both MSC and FEU are engaged in developing the concept of basic skills and much information is already available in, for example, the suggested checklist in

FEU's *Vocational preparation*. The use of a checklist of basic skills rather than a set syllabus to be worked through from beginning to end is more likely to result in programmes related to the needs of individual participants and employers. With young people however, we are particularly in the process of providing a good quality foundation which may well relate to more than a single specific job. Both MSC and FEU are committed to a broad-based vocational preparation for young people and the resolution of the concommittant resource issues is a high priority for the MSC. MSC has already given a commitment to provide 100,000 new training places under the YOP scheme in 1982/83 containing the five main elements identified in paragraph 3 (d) above. Both MSC and FEU are investigating the extent to which occupational 'clusters' or 'families' can be satisfactorily related to basic vocational preparation and specific skill training to standards for both young people and adults, as described in paragraphs 19–33 of, *NTI: an agenda for action*.

7. Because a variety of agencies are involved in implementing programmes of vocational preparation for young people, there will be ongoing problems of co-ordination and evaluation. Both the MSC and FEU have separate responsibilities in these areas and we shall be discussing further how both organisations can assist in the development of a supportive and co-ordinative evaluation of the different contributions which are necessary to the successful implementation of A NEW TRAINING INITIATIVE.

September 1982

**Selected List of MSC/FEU Publications**

**MSC**

*NTI: a consultative document* May 1981.

*NTI: an agenda for action* December 1981.

*Youth task group report* April 1982

*Consultative paper on the future of MSC local advisory machinery* May 1982.

Copies of these documents (which are free of charge) are available from Information Point, Manpower Services Commission, Moorfoot, Sheffield S1 4PQ. Tel. No. 0742-70-4318.

**FEU**

*A basis for choice* June 1979.

*Supporting YOP* July 1979.

*Developing social and life skills* January 1980.

*Vocational preparation* January 1981.

*ABC in action* September 1981.

*Tutoring* June 1982.

*Teaching skills* June 1982.

*Profiles* September 1982.

Copies of these documents (which are free of charge) are available from Publications Despatch Centre, Department of Educational and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ.

# Appendix 6

# FEU Response to 17+ A New Qualification (HMSO May 1982)

1. The FEU Board of Management welcomes the announcement contained in the above document elaborating the Government's view that there should be a new pre-vocational qualification. It hopes that the setting up of the new managing body and the introduction of this qualification into the colleges and schools will not be the subject of any further delay. Already much of the initiative and thrust of *Examinations 16—18* has been attenuated and the situation today for young people and parents exploring the suitability of educational provision in this area is probably more confusing than it was in 1979, when *A basis for choice** was published.

2. The FEU agrees with the analysis in the early paragraphs of the document, and in particular endorses the comment in paragraph 5 that for this group of young people, single subject examinations do not provide the coherent programme that is required. It is somewhat disturbing therefore that in later paragraphs, the document uses more often than not the vocabulary of single subject education. Nevertheless the emphasis throughout on an integrated course structure is welcomed and it is hoped that in any future development this will remain the prevailing philosophy.

3. The FEU notes the reference in paragraph 7 to the New Training Initiative, and the description of CPVE as a 'counterpart' to NTI. It particularly notes the need expressed in paragraph 9 for those responsible for CPVE to collaborate with those concerned with the further education and training of the Youth Training Scheme 'so that common objectives may be covered by the same syllabus'. It is very much the policy of the FEU** that whatever the operating mode of vocational preparation, the same curricular opportunities should exist for young people. It is hoped therefore that notwithstanding the financial inequalities that at present exist between young people in education and training, this commonality of objectives should be fully exploited to the benefit of our school-leavers. The possibility of young people moving from one mode to another should not be ignored.

4. The Board of Management is particularly pleased to see, that relative to *Examinations 16–18* there is now less emphasis on examinations and more on assessment and certification. The document however, does not appear to acknowledge the considerable amount of development that has taken place over the last three years in student profiles, and it is hoped that the managing consortium will avail itself of this experience. Generally, however, we find encouraging the support in the document for assessments across the whole range of work which has been covered. We also agree with the rejection in paragraph 23, of norm-referenced certification, and with the acceptance of external moderation as an alternative to external assessments in the testing of performance; described in paragraph 25.

5. The emphasis on the acquisition of 'basic skill' in paragraph 9 is generally supported although we view its apparent definition solely in terms of literacy, numeracy and communication as inadequate, as is the spectrum of the common 'core' described in paragraph 15. Again, it would be unfortunate if the developmental work carried out in this area in recent years* was not fully exploited, especially as there is evidence of a high level of support from industry and commerce, colleges, and schools, for the FEU common core checklist (see Appendix 7) that has been developed and updated since its initial version in *A basis for choice*. It now includes for example Computer Literacy – a notable omission in the CPVE document.

6. The Board agrees with the definition of the target group, described in paragraphs 11–13; although it would prefer to see more discretion given to the providing institutions. The concept of a *design-base* as used in *A basis for choice*, would be less exclusive. For example, there is now some evidence* to show that, given adequate support, many young people with special needs can make measurable progress in at least some parts of pre-vocational courses**. Conversely, young people studying other qualifications also require support in making the transition to adult and working life.

*A basis for choice* 2nd Ed 1982 FEU, 1979
**Vocational preparation* FEU, 1981

**ABC in action*, FEU, 1981.
***The Assessment of Students with Special Needs in FE*, FEU project report RP60 (Now published by the FEU as *Making progress?*)

7. The giving of curricular guidance in the document is generally welcomed. We have above, commented on the nature of the common core and we hope that the inclusion of such things as counselling (paragraph 16) personal development (paragraph 9) and experiences (paragraph 18), will become essential core components of the courses described.

8. The three options described in paragraph 17 are felt to be unduly restrictive. It is for example, difficult to discern the opportunities that exist in these options for the many young people who feel that a possible vocation for them would be working for or with people. Work done by the FEU indicates that a large number of school leavers are attracted by the concept of 'caring' and many of them would benefit from a 17+ option aimed at the 'caring' area. The FEU has indeed recently designed* a 17+ 'caring' curriculum structure which has the general support of those FE validating bodies associated with this area of provision. The Board of Management therefore strongly recommends the addition of a CPVE option 4, related to the 'caring' area.

9. There is also little evidence in defining three options that much of the recent work done on occupational 'clusters' has been noted. It is hoped therefore that the managing consortium will not hestitate in practice to give a wide and radical interpretation where appropriate, to the designation of these three (or four) options. Otherwise they will be interpreted in narrow operational terms related to conventional subject teaching and institutional survival, rather than to the provision of a wider range of real occupational opportunities related to the needs of young people and the local situation.

10. It follows from this that option 1, to which many schools will presumably be attracted, will probably be the most difficult to implement if it is to properly fulfil the philosophy outlined in the document. This is obviously recognised in paragraphs 19 and 20, but again we find it disturbing to see that 'syllabuses' in terms of single subjects are suggested rather than aims and learning experiences. We agree therefore with the message in paragraphs 19 and 35 of the document that much work needs to be done urgently in this area if option 1 is to be an attractive alternative to the other options.

11. The FEU welcomes the emphasis in paragraph 18 on progression from CPVE. This is an issue we have attempted to discuss elsewhere* and we agree that this should be one of the major tasks of the managing consortium as suggested in paragraph 26. We would stress however that the ability to progress from CPVE does not rest solely with the FE validating bodies, it also depends on an acceptance by society in general and employers in particular that programmes of general education with a vocational bias are as worthwhile and relevant to work and adult life as are more academic and vocationally specific courses. In this, the document is somewhat disappointing in not calling on employers and their associations also to give a 'positive response' to CPVE.

12. It is also worth commenting that whilst we agree that any certificates 'must make it clear whether or not a candidate has done well enough to gain entry to a course in further education, or a training course . . .' (paragraph 23), this will require from some of the bodies concerned a radical re-appraisal of how they define entry to their courses, and it is hoped that accelerated entry will be possible in some cases. This means that criteria for entry and progression should be compatible with the aims and objectives of CPVE, rather than with the concept of 'general equivalence' of 16+ examinations; a concept firmly rejected in paragraph 24 of the document.

13. The FEU notes that a consortium is to be established to manage and run the new qualification, and whilst not wishing to comment on its composition, it generally agrees with the tasks described and particularly supports the opportunity for institutions to design part of a course. There is however, no mention of evaluation as a primary task for the consortium, other than the requirement in paragraph 26 to monitor the procedures of institutions. It does note however, from paragraph 31, that the Secretaries of State will monitor the work of the consortium in order to satisfy themselves of the worth of the new courses.

*Who cares? FEU, 1982

*See Appendix 1.

14. In view of the intended nature of the consortium and the tasks it has to do, there is no doubt that much of the energy of the consortium will be devoted to the formulation of criteria, the construction of syllabuses and the operation of assessment procedures. In this there is a real danger that resourcing the essential function of *supporting the implementation* of these courses will be overlooked. This was indeed a serious defect identified by the FEU in its evaluation of TEC programme development in colleges*. The simple dissemination of curriculum policy does not, *per se*, ensure its effective implementation. So any judgement on 'the worth of the new courses' has inevitably to be related to the support given to the providing institutions.

15. Our evidence is, following our participation over the last three years in many conferences and support groups for schools as well as college teachers, that most will welcome the opportunity to participate in a progressive pre-vocational course structure, provided they receive some form of support. For teachers and managers it is the translation of single subject syllabuses into *integrated* courses via cross-disciplinary learning, counselling, continuous assessment and an occupationally relevant approach – which is probably the most demanding task, requiring as it does the modification and adaptation of much of their own subject material and conventional expertise. It is here, as much as in the provisions of physical resources, that support is required and a static, inspectorial evaluation of the way in which these courses are provided could therefore be dysfunctional. The FEU has in fact recently considered this problem and will be suggesting a programme of supportive development and evaluation, which we hope the Government will support.

16. Inevitably, in responding to the 17+ proposals, we have frequently referred to *A basis for choice*. This is not only because it was the preferred base of development in *Examinations 16–18*, but also because we believe that many will expect the FEU to relate our 17+ response to our initial document. Since its publication, *A basis for choice* has not only been increasingly adopted by the FE system, but many LEA's and schools have made determined efforts to assimilate its principles into their 14–19 thinking. The Board of Management accepted* with the publication of *Examinations 16–18* that the availability of a 17+ pre-vocational course, common to both schools and colleges, would be a significant step forward in achieving some form of national certification. Subsumed in that acceptance was the inevitability that some of the features of *A basis for choice* would probably be modified, for it was an FE solution to an FE problem. The 17+ proposals now being made describe those modifications, and we therefore summarise our response by referring to the basic characteristics of *A basis for choice*.

17. ABC was essentially a curriculum framework into which and around which existing and additional courses and subjects could be fitted provided they satisfied certain criteria. Those criteria included a common-core, involving both academic and experiential based learning; a counselling and guidance element; a vocational focus; the opportunity to master a few related real job-skills and hopefully, an appreciation of the transferability of those skills. Necessary for the satisfaction of those criteria was an integrated approach to the learning, a profile method of recording a wide range of assessments, and the recognition of vocational preparation as a legitimate educational process in its own right.

18. Against this background therefore, the Board of Management generally welcomes the proposals in the 17+ document. There appears to be scope for elements of local curriculum design and assessment, but the lack of a fourth 'caring' option is felt to be a serious omission. The principle of a substantial common-core is established although we have reservations about the way it might be defined and implemented. The inclusion of experiential as well as performance based learning is implied but not assumed in curriculum terms, hence our concern regarding the absence of reference to a profile. The inclusion of counselling is apparent but its status as a central part of the curriculum is not assured as it was in ABC by its place in the common core. The vocational relevance strived for in the document is welcomed, but whether it will be used as a focus for learning generally throughout the course, especially in the absence of the

*Curriculum change* FEU, December 1981

**FEU Response to Examinations 16—18* FEU, December 1980.

stated need for some real job skills, is questionable. Much we feel will depend on the attitudes prevailing in the managing consortium and on the balance achieved between national and local curriculum design.

19. The concept of vocational preparation, which both the new 17+ and the Youth Training Scheme claim to serve, requires also in our opinion* the right of young people to negotiate, in part at least, their programme. We hope that this aspect is not ignored in arriving at the criteria by which individual institutions may design part of their courses. Similarly, in both *A basis for choice* and *Vocational preparation* we stress the need for staff development and support, as we do in paragraph 15 above. There is no doubt that because of the financial incentive associated with the MSC Youth Training schemes, any educationally-based 17+ course such as described, will be viable only if it is seen to be relevant to the needs of young people and their potential employers, and it has the commitment of the profession. These will confirm the status of the course and it may well be that the concepts of *integration, support, negotiation* and *progression* that we stress throughout our response will in the end be critical for the survival of this course.

(June 1982)

*See *Vocational preparation* FEU, January 1981.

# Appendix 7

# A Common Core of Skills for Vocational Preparation

An appendix to *A basis for choice* 1st Ed 1979 gives a series of aims and objectives which it is suggested might be the core of studies on a vocational preparation course. It was not suggested that this checklist was in any way prescriptive; indeed its dynamic nature has always been stressed, as has its responsiveness to local conditions.

There have already been suggestions that the checklist should be modified to include, for instance, computer familiarisation, and what follows is an amended version of the checklist.

The prescribed objectives are described in terms of a combination of observable performances to be expected of students and learning experiences which they should be offered. The commentary in italics following each objective is not prescriptive, but offers illustrations, examples and suggested methods.

For convenience, the objectives are grouped under the headings of the core aims. Some referencing has been used to indicate where an objective/experience is not intended to represent, necessarily, the order or organisation of the learning. Neither does the number of objectives in any group necessarily represent weighting. Some difficult time-consuming and important activities may be stated quite briefly.

● Part of Induction Phase
★ a new item

**Aim 1**

To bring about an informed perspective as to the role and status of a young person in an adult society and the world of work.

The students should

● 1.1 Describe a typical organisational structure of at least 2 different types of workplace or organisation, and relate this structure to their respective functions
*This should include:*
*identification of component functions (eg: sales, store-keeping, production, maintenance, professional services, administration, book-keeping)*
*and who performs them (eg: a department v one man as part of his job)*
*distinguishing between large and small-scale organisations, and productive and service industries (eg: garage and clothing factory)*

● 1.2 Visit a place of work, relevant to their interests, and describe
(a) the working conditions and tasks of new entrants
(b) the range of decisions which can legitimately be made by these young workers
(c) to whom they are responsible
(d) with whom they have regular working relationships
(e) training and career prospects: entry requirements
*The information should, preferably, be gained by interviewing young workers, perhaps using a tape recorder or questionnaires (ref. Aims 2.3 and 6.3.2)*

● 1.3 Interview at least two adult workers about their entry to working life and the factors which influenced their subsequent job progress
*eg: relatives, friends or workers in jobs of interest (This may best be done in pairs if strangers are to be interviewed)*

● 1.4 Make comparison of different working situations, using the information gained by themselves and others
*Students might compare notes in discussion, with regard to both similar and different jobs. Note should be taken of any variations in perception or experience due to differences in the cultural background of those interviewed. There may be a need for tutors to compensate here for lack of information due to inadequate interviewing skills.*

1.5 Describe the relevant trade union organisations within a particular firm or organisation, and their method of operation: identify and discuss any differences between the systems observed, and the significance and functions of trade unions in general
*Students should be able to use correctly such terms as: differentials, collective bargaining, closed shop, shop steward*

1.6 Describe the basic management structure within a particular firm or organisation; identify the channels of communication to and from the young workers, and the area of responsibility of their immediate supervisors
*eg: whom to see about a day off, faulty equipment, pay queries. Who has the authority to give instructions and about what?*

1.7 Use the knowledge and insights gained as a basis for analysing factors influencing job choice, job satisfaction and relative rewards
*eg: (factors influencing rates of pay) skill, unionisation, social status, difficult conditions, age, qualifications*
*eg: (factors influencing job satisfaction) responsibility, prospects, social environment, usefulness, wage levels*
*A suitable method might be for students to rank a list of jobs according to a selection of factors, and then to discuss the differences between their own judgements and the actual position as reflected in wage rates, etc.*

Many of these objectives may be achieved simultaneously with some of those in 9.2 (politics), 9.12 (economics), 10.4, 10.5 (technology), 2 (career choice) and 6.3 (communication skills).

**Aim 2**

To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.

The students should

● 2.1 Participate in the construction of self-profiles, which analyse and evaluate their own characteristics, preferences and capabilities
*eg: ability to relate to colleagues or strangers, physical fitness, willingness to travel, reaction to routine, aptitude for calculation, any sensory or physical disabilities (ref. 3.1)*

● 2.2 Present their self-profiles to colleagues and compare them with those of the rest of the group *including:*
*checking self-image against the perception of others;*
*comparing the reactions of others to similar factors. This may enable the teacher to establish a group identity, and the students to gain practice at relating to others in a group (ref. 6.3.15)*

● 2.3 Obtain, by a variety of means, information on the characteristics of the range of job opportunities available to them and how to gain access to these opportunities
*eg: (characteristics) entry qualifications, working conditions, training, prospects, job location*
*eg: (methods) consulting reference books, interviewing people, visiting job centres, listening to local radio, consulting careers officers (ref. 6.3.4 and 6.3.5)*

● 2.4 Relate this information to their own profiles, and discuss the alternatives open to them
*Use could be made of the careers service here, and attention paid to changes in the students profiles during and since their time in school. Care may be needed to avoid sex-stereotyping.*

2.5 Recognise the risk of future unemployment, understand its causes, and know the steps they can take to mitigate its effects on them personally (including knowledge of government schemes, voluntary opportunities, entitlement to benefit, the possible advantages of mobility and the possibilities of self employment)
*eg: (causes and risks) decline of industries, and regional variations in job opportunities;*
*technological developments (ref. 10.5, 10.4)*
*eg: (schemes and opportunities) YOP and FE courses; useful unpaid work (CSV, local hospitals and community projects); social security regulations; the possibilities and difficulties of moving to another area; the possibilities of co-operatives and the knowledge and skills necessary to advertise and sell one's own labour, or to set up one's own business (ref. 9.10, 8.2)*

2.6 Experience at least three different types of task, and evaluate their responses to them
*eg: a heavy physical task (mixing concrete), manipulative task (assembly work), clerical task (filing). They should preferably come from more than one sector of employment. This job sampling may well be conducted in conjunction with the activities required under Aim 3.*

**Aim 3**

To bring about continuing development of physical and manipulative skills in both vocational and leisure contexts, and an appreciation of those skills in others.

Work in connection with objectives 3.1–3.4 in particular, will form part of the Induction Phase but all the objectives in this section should be worked towards throughout the year and also in the course of vocational and job specific studies.

The students should

● 3.1 Develop an awareness of their physical and manipulative abilities through experience of both vocational and leisure activities, and understand the implications of these for future job choices
*This is a general objective to which much of the practical activity in the course should contribute. It should also influence the self profiles (ref. 2.1, 2.2). The leisure activities should include a choice of group and individual activities designed to satisfy a variety of student preferences (team games, gymnasium activities, dancing, pottery, etc.)*

● 3.2 Experience the physical demands of some occupations, assessing (a) their reactions to physical conditions and (b) their ability to learn to cope with them
*eg: guided experience of being out of doors, standing, lifting and carrying (in the course of workshop activity, as an approach to physical education, etc.)*

★ ● 3.3 Experience the manipulative demands of some occupations, assessing their reactions to these demands, and their ability to learn to cope with them
*eg: handling/constructing laboratory apparatus; making small-scale constructions, working accurately, and at speed; using a keyboard.*

● 3.4 Experience the effect of working for an extended period of time between breaks, and the demands made on their concentration and physical stamina eg:
*work-place sessions as opposed to school periods*

3.5 Perform tasks to a set standard and in a given time, working co-operatively when appropriate
*including the appreciation of*
*– the difference between the application of set standards at work, and the 'grading' of tasks by teachers in schools*
*– the need to 'pace' one's effort*
*– the need to protect the safety of colleagues*

3.6 Understand the properties and uses of a range of materials, and practice using a variety of tools and processes appropriate to these materials
*eg: wood, paper, metal; cutting, joining, assembling, copying; appropriate safety procedures – all in the context of vocational and creative leisure activities (ref. 10.4)*

3.7 Work on tasks where measuring and estimating of materials and time are required, to ensure accuracy and precision
*eg: typing, picture-framing, wallpapering*

3.8 Work on tasks where aesthetic judgements of shape and colour are required
*eg: choosing materials or designing for appearance as well as strength; painting for appearance as well as protection*

3.9 Observe a skilled practitioner at work, in an area of their choice, and appraise the judgement and skills involved
*eg: (areas) typing a letter; panel beating; connecting a tap; bathing a child; plastering; 'throwing' a pot. Social and aesthetic judgements may also be involved, as may the ability to plan (ref. 8.2). The appraisal is probably best developed through group discussion.*

★ 3.10 Be introduced to examples of complex equipment, in order to develop confidence in its use in the future
*eg: machine tools, electronic equipment, microcomputers*

**Aim 4**

To bring about an ability to develop satisfactory personal relationships with others.

The students should

4.1 Experience, directly and vicariously, a variety of personal encounters and a range of responses in them
*eg: (encounters) receiving instructions; being asked for help, receiving a complaint – in direct experience (such as those involved in 1.2 and 1.3), role-play, film or literature*
*eg: (responses) aggression; sympathy, evasion*

4.2 Describe several patterns of behaviour, and analyse the interaction in terms of the roles of those involved
*eg: (patterns) use of authority or status; effect of*

*aggression or appeasement; use of reason or emotional pressure*
*eg: (roles) parent and child; supervisor and worker; student and teacher*

4.3 Identify and practice alternative responses
*eg: being aggressive, conciliatory, submissive, understanding, distant – probably in role-play – (possibilities of video)*

4.4 Consider the merits of these responses in various situations, and with regard to various types of encounter
*eg: dealing with authority, the family, the peer group, individuals of the opposite sex (probably through group discussion) (ref. 5.5)*

4.5 Predict the changes in role likely to occur for them in the near future
*eg: student to wage earner, child to parent*

4.6 Be aware of contemporary social conventions in various contexts likely to be met, and be able to adopt behaviour appropriate to their own goals
*eg: at work, eating out, in a library; self-presentation at interview; attitudes to those in authority; language and behaviour whilst in contact with the public (ref. 5.4)*

4.7 Describe some of the categories by which they classify other people, and become aware of the indicators they and others use to allocate individuals to a category
*eg: (categories) old/young; friendly/unfriendly; kind/unkind; social classes, cultural groups, sexes*
*eg: (indicators) dress; accent; non-verbal behaviour*

**Aim 5**

To provide a basis on which the young person acquires a set of moral values applicable to issues in contemporary society.

With reference to
(a) their present situation
(b) a predictable future working situation
(c) some wider current issues

The students should

5.1 Be prepared for common moral dilemmas
*eg: individual v group loyalty, what constitutes 'stealing' at work, quality of workmanship, tax evasion, 'a fair day's work for a fair day's pay', sexual or racial discrimination*

5.2 Give reasons for certain moral 'rules' and decisions
*eg: keeping promises, returning lost property, being faithful*

5.3 Apply relevant moral terms to specific situations
*eg: integrity, corruption, cheating, fairness, in contexts such as sport, examinations, strikes, 'perks' at work*

5.4 Describe the prevailing moral code of given groups
*eg: cultures, ages, social groups, occupations (eg: soldiers, doctors, sexes)*

5.5 Formulate their own codes of behaviour in relation to certain issues and dilemmas, coping with clashes of principles
*eg: honesty versus loyalty, in relation to issues such as those described above*

5.6 Describe and analyse the moral consequences of actions
*eg: driving without insurance, the conception of a child; concealing information at interview (ref. 9.1.4 also)*

It is anticipated that many of these objectives (especially perhaps 5.1, 5.3 and 5.6) might be dealt with in the course of such things as practical sessions, or discussions about economic issues or work experience.

**Aim 6**

To bring about a level of achievement in literacy, numeracy and graphicacy appropriate to ability, and adequate to meet the basic demands of contemporary society

6.1 **Numeracy** The student should be able to
6.1.1 Add, subtract, multiply and divide whole numbers, basic fractions and basic decimals
6.1.2 Given an awareness of their own abilities and future needs, decide when to use calculators, tables, pencil and paper or mental arithmetic, and be prepared to learn any required techniques

*What does their intended job require (a) of necessity, (b) for convenience?*
*What are their personal needs?*
6.1.3 Interpret place value
6.1.4 Convert fractions to decimals and vice-versa
6.1.5 Use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units
*eg: through the interpretation of plans and preparation of materials in the course of a project*
6.1.6 Read the 24-hour clock, and train/bus timetables. Make estimations of time
*eg: planning journeys (ref. 8.2)*
6.1.7 Interpret and use tables of figures
*eg: bank statement, temperature conversion, football results*
6.1.8 Make approximations and estimations, and assess the accuracy of results obtained by a calculator
6.1.9 Apply and interpret ratio and proportion
*eg: preparing mixtures, scale on maps, wage increases*
6.1.10 Calculate averages
*eg: average wage rates*
6.1.11 Calculate percentages
*eg: VAT, discounts, tax rates*
6.1.12 Make elementary algebraic substitutions
*eg: using a formula to determine one unknown*
6.1.13 Describe the properties of common shapes, and measure angles

6.2 **Graphicacy**
6.2.1 Make calculations and estimations of perimeter, area and volume or right-angled figures, circles and cylinders
*eg: estimating quantities of materials*
6.2.2 Interpret and present graphs, charts and maps, choosing an appropriate form for their purpose
*eg: understanding of gradient of axes; pi-charts, bar-charts, etc. in the contexts of newspapers, textbooks, student projects (ref. 10.1)*
6.2.3 Appreciate perspective in space, photography, etc.

6.3 **Communication** The student should
6.3.1 Read and understand data in a wide variety of forms and identify the points of a given text relevant to a particular purpose
*eg: instruction manuals, notices, letters, labels (see also 6.1 and the rest of 6.2)*
*eg: read a manual in order to know action to take in case of a breakdown*
6.3.2 Be able to read and understand written questions and requests
*eg: questionnaires, memos, worksheets*
6.3.3 Be able to distinguish fact from opinion, identify emotive and ambiguous statements,
and
identify instances where expert advice is relevant to a matter of opinion
*eg: sales literature (including comparison of products); political speeches (ref. 9.1)*
*eg: medical opinion on when to return to work (as opposed to an opinion on what is funny)*
★ 6.3.4 Find and use information from a variety of given sources, including electronic information sources
*eg: dictionaries, catalogues, indexes, encyclopedias, Prestel etc (ref. 9.17)*
6.3.5 Listen to, and understand information and requests given orally
*(ref. 3.5, 4.1)*
6.3.6 Be able to communicate competently in written form; organise content, write effectively and with observation of the conventions of legibility, spelling, punctuation and grammar
*eg formal letters and reports, informal notes and messages*
6.3.7 Explain and describe events, processes and opinions sensibly and clearly in writing
*eg: accident reports, operating instructions, arguing a case*
6.3.8 Make notes for own use
*eg: on visits, from books, during talks*
6.3.9 Be able to express tabular or graphic data in written form or vice-versa
*eg: diagrams, charts, sketch maps, statistics (ref. 6.2, 10.3)*
6.3.10 Fill in forms correctly
*eg: driving licence applications, job applications, insurance claims*
6.3.11 Speak audibly and give clear verbal explanations of processes/opinions/events to a variety of audiences
*eg: friends, acquaintances, strangers, etc*
6.3.12 Make a disciplined contribution to group discussion
*eg: following some procedure; accepting and responding to others' views*
6.3.13 Use the telephone effectively

6.3.14 Experience and practice various kinds of verbal encounter, and evaluate their own strengths and weaknesses
*eg: negotiating, advising, persuading, justifying; using simulations, role-playing, mock-interviews, etc. (ref. 1.3, 4.1)*
6.3.15 Experience membership of, and practice communication in, a variety of groups
*eg: formal, informal; large, small; decision making, task-centred; competitive and co-operative (ref. 9.2)*
6.3.16 Experience various roles in these groups
*eg: leader, recorder, participant, chairman*
6.3.17 Experience the communication requirements of certain jobs and evaluate their reactions to them, and their ability to learn
*eg: with children, in an office; with customers; with VIP's (ref. also 2.1, 2.3)*
6.3.18 Participate in planning and creating an example of a particular form of communication, matching the form to the purpose
*eg: TV (video) programme; audio tape; newspaper; exhibition*
6.3.19 Critically appraise examples in a medium of communication with which they have experience
*eg: TV, records, radio, books; identifying style, imagery, the message being transmitted, the audience for whom it is intended, influence of the technology, etc.*

**Aim 7**

To bring about competence in a variety of study skills likely to be demanded of the young person.

It is suggested that these study skills should be introduced as a specific group learning activity early in the induction phase, but that subsequent practice should come from following the course itself. This practice should subsequently be reinforced and evaluated on a tutorial basis.

The students should

7.1 Learn how to take notes, or use given notes for their own purposes
*eg: when preparing an essay; when hearing a talk. Different strategies are possible*

7.2 Know how to gain access to appropriate works of reference
*eg: location of library; use of index*

7.3 Appreciate when to 'skim-read' and when to read for detail, and practise both techniques

7.4 Practise discussions and questioning
*eg: with teachers, with colleagues, with experts, co-operative learning*

7.5 Gain some appreciation of effective learning strategies and how to deploy them for their own benefit in the planning of their learning
*eg: aids to memory, such as mnemonics; simple psychology of learning, such as knowledge of learning plateaux, attention spans, and methods and effects of practice*

7.6 Experience a variety of learning situations and evaluate their reactions to them
*eg: formal talks, group work, programmed learning, individual study with text books, using a library, role-plays and simulations; identifying which methods suit them best, for a given purpose*
*(These situations will normally occur naturally in the rest of the course; a separate session may be required only to evaluate them.)*

**Aim 8**

To encourage the capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action

The students should

8.1 Examine and appraise given faults, problems or events, working individually or in a group.
*eg: faulty equipment, college over-crowding, a fall in sales, lung cancer by:*
8.1.1 Thinking up alternative solutions or explanations
*eg: 'brainstorming' sessions in groups; listing alternatives without evaluation ('lateral' or 'divergent' thinking)*
8.1.2 Identifying what evidence would support a statement or a guess and what would cast doubt on it.

*eg: logical deduction of consequences, probably implications*

8.1.3 Considering or eliminating alternatives, in a systematic way

*eg: the need to hold some variables constant or have a 'control'; taking into account previous experience; the probability of certain causes; distinguishing between cause and correlation*

8.1.4 Generalising as appropriate from previous experiences or data

*including discussion of the degree of confidence which is justified, the effects of further evidence, etc*

Special sessions in problem-tackling or scientific method may appeal to some students. Others will respond better if these objectives are dealt with in the natural course of activities and discussion occurring in the rest of the course. In the latter case, students should still be made aware of what constitutes a scientific approach, and in either case, experience should be given of problems which do not have one clear solution, as well as those which do.

8.2 Experience the process of planning an event or course of action, working individually and in groups

*eg: a journey by public transport, a visit to a factory, making an object, applying for a job, buying a vehicle by*

8.2.1 Identifying the nature of a problem, and collecting relevant information

*factors involved; factual data available; sources of expert advice*

8.2.2 Working out alternative strategies and predicting their likely outcomes

*as a pencil and paper exercise; as a topic for group discussion*

8.2.3 Choosing and implementing a plan, and adapting it to circumstances as appropriate

8.2.4 Evaluating the effectiveness of the plan, and identifying lessons to be learned

*student performance should be judged with regard to this, rather than success or otherwise of the plan*

★ 8.2.5 Develop the capacity to learn with computer assisted methods, using appropriate equipment

**Aim 9**

To bring about sufficient political and economic literacy to understand the social environment and participate in it

*Section 9.1 describes a procedure by which the political dimension of issues which arise during the course can be analysed. It is not intended that these objectives should be learned in isolation. The issues that may arise among the students, or through an account in a case-study, the press, TV, etc.*

The students should

9.1 Appraise a policy dispute by:

9.1.1 identifying the cause of disagreement

*eg: goals, values, methods (especially if allocating resources), results (ref. 9.11)*

9.1.2 saying what further information they need, and where it can be found

*(ref. 6.3.4)*

9.1.3 identifying where and by whom any decision will be made

*eg: in a local authority, by the housing committee; in the college, by the Academic Board*

9.1.4 indicating who is likely to be affected by various policies and in what way

*identify likely supporters/opponents (ref. 5.6)*

9.1.5 Describing alternative ways of influencing the decision, and evaluating their relative merits

*eg: by forming pressure groups, writing letters, visiting, organising petitions, writing to newspapers; evaluating through discussion (ref. 8.2)*

9.1.6 describing the issue using some basic political terms

*eg: conflict, power, consent-dissent, order-disorder, rules, compromise, consensus*

9.2 Analyse and appraise some groups to which they belong, and describe the methods by which decisions are reached in them

*eg: family, youth-club, class, student union; formal and informal groups*

9.3 Develop an awareness of the workings of formal decision-making groups *ie: groups which have rules of procedure by:*

9.3.1 experiencing membership of such a group

*eg: class meetings, or in role-play simulation*

9.3.2 experiencing/discussing different systems of voting

*eg: for nationwide referenda, general elections, class representative, goal of the month*

9.3.3 listing the conventional order of items on an agenda, and explaining their meaning and usage *eg: minutes, standing items, AOB*
9.3.4 visiting and observing a public decision-making body in action
*eg: local council, college, Academic Board*

9.4 Gain a basis for evaluating national politics by being able to
9.4.1 Name the major political parties, their leaders, and describe major and/or distinctive items of policy
*eg: analysis of statements, actions, manifestos (ref 6.3.3); critical evaluation of media reports*
9.4.2 Describe, in general terms, how local and central government relate, and the role of the EEC
*eg: probably approached through case study of a given issue*
*9.4.3 Indicate which Departments of Government are responsible for decisions which may affect the students personally*
*eg: fundings of the college, repair of roads, law on speed limits*

9.5 Check and explain a payslip
*eg: deductions tax-coding*

9.6 Balance income against expenditure and keep necessary records

9.7 Make value-for-money calculations and estimations
*When shopping: various sizes of product, special offers in shops (ref. 6.1)*

9.8 Plan an estimated personal budget for a typical working week in their intended jobs eg:
*travel costs, meals, entertainment, accommodation, etc (ref 11.5)*

9.9 Describe the function and use of a bank account, the Giro, building society, HP and credit cards eg:
*comparative interest rates; conditions of use; etc.*

It is recommended that the achievement of the following objective be promoted through the use of a simulation or business game, which enables students to discover the various factors involved from experience or as a result of their own investigation (ref. 8.2). Presentation of the material in the form of a series of lectures, or a conventional text book, would not be appropriate.

9.10 Investigate how a business is run by identifying the factors involved in
(i) deciding what to sell
*eg: market research effect of competition, design of product*
(ii) choosing location
*eg: availability of labour, raw materials, transport, location of customers and competitors*
(iii) borrowing money
*eg: banks, shareholders*
(iv) employing people
*eg: wages, national insurance, legislation*
(v) buying raw materials
*examples from manufacturing and service industry*
(vi) calculating overheads
*eg: rent, rates, advertising, office staff, maintenance, etc.*
*(vii) selling product*
*eg: functions of sales staff, customer relations; determining prices*
(viii) calculating profit/loss
*eg: simple accounting*
(xi) what happens to profit/loss
*eg: interest payments, taxation, reinvestment, dividends*

9.11 Discuss the factors influencing the variable price of certain items, and arguments for and against state intervention
*eg: houses, fresh fruit, fuel*

9.12 Explain a selection of firms or organisations in basic economic terms
*capitalist, co-operative, nationalised enterprises*

9.13 Investigate the sources of central and local government income, and where it is spent eg:
*case studies, use of reference texts, interpretation of tables and graphs*

9.14 Read some common legal documents and be able to answer simple comprehension questions on them
*eg: guarantees, HP contracts, rental agreements*

9.15 Visit a court of law, and discuss its procedures, personnel and atmosphere

9.16 Demonstrate knowledge of their rights with respect

to arrest and bail, by role-playing typical incidents and evaluating alternative courses of action
*eg: an incident involving the police (a) when the individual has broken the law and (b) when the individual is in the right*
*eg: discussion of principle v expediency, rights and duties; discussion with the police representatives*

9.17 Use a simple reference text to determine their rights/duties in specific cases relating to the laws as it affects the consumer, the motorist, the employee
*eg: NCCL guide, Department of Employment publication (ref 6.3.4)*

9.18 Distinguish between criminal and civil law, know the usual order of proceedings through the courts, and compare the function of tribunals
*perhaps via case-studies*

9.19 Be aware of sources of legal aid and advice

**Aim 10**

An appreciation of the physical and technological environments and the relationship between these and the needs of man in general, and working life in particular

The students should

10.1 Participate in a group conducted survey of local amenities, which identifies some characteristics of the locality
*eg: surveys of leisure facilities, open or unused spaces, distribution of shops or industry*

10.2 Visit a social welfare centre as a basis for discussing personal and community responsibility for others
*eg: old folk's homes, centres for the handicapped day centres (ref 4.1. 4.6)*

10.3 Identify and assess the nature of environmental problems, through such issues as housing and transport
*eg: (a) use local photographs, sketches and taped interviews to argue for and against various forms of housing and (b) undertake a costing exercise of daily travel to support cases for and against private and public transport schemes (ref 8.2) referring to the notions of continuity, change, cause, effect, etc. as appropriate (ref. 8.1.4)*

10.4 Examine at least two different industries or places of work, identifying
*eg: a production and a service industry*
(i) the enterprises, their use and dependence on energy
*eg: what fuels are used, and for what, the ecological and environmental implication of their use*
(ii) the production methods and materials which are used
*eg: mass production, batch production, unit production; the processes which are mechanised and how this compares with the recent past and predictable future (ref. 1.3); the effect of this of changes in materials)*
(iii) the division of labour and the nature of individual jobs
*eg: the effect of fully automatic, semi-automatic or manual control on the nature of jobs;*
*the effect of the use of power, production methods and materials on working conditions, skills required etc. (ref. 1.2)*

10.4 Appraise the implications of some current developments in technology
*eg: as observed in the above industries or as currently highlighted in the news. Discussion of economic, social environmental and psychological implications (eg: capital investment required, scale/location of industry, effect on employment and ownership, pollution, power requirements, changes in status of jobs, etc.)*

**Aim 11**

To bring about a development of the coping skills necessary to promote self sufficiency in the young people

The students should

11.1 Be able to plan and prepare adequate meals *including budgeting, shopping and costing*

11.2 Use and maintain every-day machinery and equipment
*eg: fit an electric plug, use a launderette, iron a shirt. Willingness, and confidence, and a knowledge of how to*

*learn these things are intended, rather than comprehensive practice.*

11.3 Apply simple principles of health-care, hygiene and physical fitness to their every-day lives
*knowledge of the effect of drugs (coffee, aspirin, tobacco, 'hard' drugs, etc.); symptoms, prevention and treatment of common ailments and diseases; access to facilities and activities for developing and maintaining fitness (ref. 3.2)*

11.4 Practise simple first-aid techniques dealing with cuts, sprains, burns, etc. Know when to call in expert help.

11.5 Investigate and use sources of information regarding the finding and maintenance of accommodation
*eg: use of press, adverts, agencies, rental and purchase, regulations and procedures; do-it-yourself manuals.*

**Aim 12**

To bring about a flexibility of attitude and a willingness to learn, sufficient to manage future changes in technology and career

Introduction
There may be said to be four elements necessary to produce this flexibility:
(a) Possession of commonly used and transferable skills and capacities
(b) Realisation of the need for flexibility
(c) Ability to identify the underlying principles of a process or activity
(d) Experience of and confidence in one's ability to transfer learning from one context to another

It is hoped that many of the transferable capacities – element (a) – are already embodied in the other core objectives.
Element (b) will be encouraged by the economic and technological objectives included under Aims 9 and 10. The need for (c) is part of the rationale behind the prescription of much experiential learning and project/ case study/simulation activity in the core. Element (d) entails the following general objectives, which will relate to much of the activity in the course as a whole, affecting the teaching approach as much as the content.

The students should

12.1 Whenever they develop a particular capacity in a given context
*eg: measuring up; estimating materials; following an instruction manual; giving instructions; fault finding*
12.1.1 Identify other contexts in which the capacity could be useful
*eg: similarity between: assembly instructions and recipes: and adjusting bikes or sewing machines*

12.12 Be given practice at applying relevant aspects of previous learning to a new situation
*Having identified a transferable skill, practise transferring and adapting it*

12.1.3 Identify any other activities at which they are likely to be successful, on the evidence of this learning
*As a contribution to the self-profile (ref. 2.2, 2.4). What do they enjoy doing? What kind of learning comes easily to them?*

# Appendix 8

# Glossary of Abbreviations Used

| | |
|---|---|
| ABC | *A basis for choice* 1st Ed (the Mansell report) (FEU 1979). A report concerned with 16+ year olds on Pre-employment Courses. It proposes a framework or criteria for all such courses, consisting of a common core and an induction period, a broad vocational focus, some specific job skills and assessment and achievements laid out in the form of a profile. Now the preferred curriculum base for 17+ examinations as suggested in the Consultative Document *Examinations 16—18* 1980. |
| BEC | Business Education Council – set up in 1974 largely parallels the work of TEC, but in the field of business education and covers 'craft' as well as 'technician' occupations. Is now amalgamating with TEC. |
| CGLI | City and Guilds of London Institute. The CGLI awards certificates for studies, mainly part-time and primarily at craft, operative and technician level, although the latter are being progressively phased out in favour of the Technician Education Council. |
| CNAA | Council for National Academic Awards. |
| DES | Department of Education and Science. |
| EMFEC | East Midlands Further Education Council. |
| FE | Further Education. |
| FHE | Further and Higher Education. |
| HE | Higher Education. |
| IMS | Institute of Manpower Studies. |
| ITB | Industrial Training Boards – set up in 1964, covering initially about 55% of the nation's working population with the function of ensuring that their industries are provided with sufficient skilled manpower. Their number is now greatly reduced. |
| MSC | Manpower Services Commission – a body established under the Employment and Training Act 1973 to undertake the Department of Employment's responsiblities for training and employment exchanges. It has three major operating divisions, Employment Services, Training Services, and Special Programmes, (now under review). |
| NCFE | National Council for Further Education. |
| NNEB | National Nursery Examination Board. |
| NTI | New Training Initiative |
| RAC | Regional Advisory Council |
| RSA | Royal Society of Arts – concerned mainly with commercial education, is a major provider of curricula and examinations in clerical and secretarial skills. |
| RTITB | Road Transport Industry Training Board. |
| TEC | Technician Education Council. |
| WMACFE | West Midland Advisory Council for Further Education. |
| YHAFHE | Yorkshire and Humberside Association for Further and Higher Education. |
| YTS | Youth Training Scheme. |

# FEU Publications

*Progressing from vocational preparation: towards a solution* is one of a number of FEU publications intended to inform teachers and others and to stimulate professional discussion about matters of concern to the Further Education service. Other FEU publications relevant to this document include:

*Experience, reflection, learning: suggestions for organisers of schemes of unified vocational preparation* April 1978.

*Supporting YOP* July 1979.

*Developing social and life skills: strategies for tutors* January 1980.

*Vocational preparation* January 1981.

*ABC in action: a report from an FEU/CGLI working party on the piloting of 'A basis for choice'* September 1981.

*Tutoring: the guidance and counselling role of the tutor in vocational preparation* June 1982.

*Teaching skills: towards a strategy of staff development for vocational preparation* June 1982.

*Profiles: a review of issues and practice in the use and development of student profiles* September 1982.

*Basic skills* November 1982.

*Who cares?: a curriculum policy for caring courses at the initial level* November 1982.

*Making progress?: the function of assessment for students with moderate learning difficulties* December 1982.

*A basis for choice: report of a study group on post-16 pre-employment courses* 2nd Ed December 1982.

Copies of these documents (which are free of charge) are obtainable, while stocks last, from the Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ.

A complete list of FEU publications is also available from the above address.